

MERSD Reentry Plan Overview – Working Draft

MERSD Reopening Plan Overview

At its August 11th meeting, the MERSD School Committee voted unanimously to begin the 2020-2021 school year with a remote learning model that prioritizes in-person learning for our high needs and special education students. Additionally, we will be taking advantage of the good weather and available outdoor space to provide in-person community building activities to begin the year. Throughout the fall we will continue to monitor the plan and make preparations for a phased in return to the classroom for all students. The MERSD Remote plan is designed to provide students with the structure, engagement and breadth of program we typically offer through our onsite program. Additionally, the remote program has been designed to work with the hybrid model, allowing for the opportunity to phase to in person learning as conditions allow.



Fall 2020 Advisory Group

The team is comprised of principals, directors, school committee members, parent representatives from each school the presidents of the teachers' association, and representatives 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. [Fall 2020 Advisory Group Directory](#)

Models Studied: 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 in-person instruction. In order to be viable for implementation a model must meet state and local health and safety requirements. Additionally, we have been asked to continue to plan for remote learning as a default option should in-person models not be feasible or public health conditions prevent us from returning to school.

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.

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- 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.

Feasibility Study Conclusions to Date:

- The MERSD School Committee has established a six foot social distancing
- Cost of the in-person and/or hybrid models will require an investment of 1.5 – 2 million dollars.
- In-person models will require significant investment in additional staffing.
- MERSD cannot accommodate full in-person learning and meet the social distancing and DESE health and safety guidelines.
- MERSD can achieve a K-12 hybrid in-person/remote model that meets the six foot social distancing guideline and DESE health and safety guidelines.
- Implementing the hybrid model at the high school level in manner consistent with DESE safety guidelines does not allow for full access to the current program of studies and requires the implementation of heterogeneous grouping and a modified curriculum at the secondary level to achieve the cohort structure.
- Implementing the hybrid model at the middle school level in a manner consistent with DESE safety guidelines does not allow for full access to the current program of studies and requires the implementation of heterogeneous grouping and a modified curriculum at the secondary level to achieve the cohort structure. This may result in the need to provide an independent remote learning option that students can access while supervised by classroom teachers.
- In the hybrid model, providing the full high school program of studies to students would require four classroom changes per day and the following cohort levels:
 - Student
 - Cohorts = Grade 9/10 @ 60
 - Cohort = Grades 11/12 up to 125
 - Teachers
 - 60 students per day / 120 students per week
 - **The local DPH has assessed that this does not comply with the guidelines for minimizing interaction and exposes staff to high number of students. It also presents a high probability of shutdown/staff absenteeism if we have a positive or suspected positive case. The other concern that has been brought up is the number of exposures for secondary students/teacher (60/120) vs. elementary students and teachers (12/24).**

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- Implementing the hybrid model at the middle school poses some challenges in terms of minimizing movement and maintaining a low number of student interactions for faculty and staff. Cocooning cohorts to one classroom / one teacher daily does not allow for the full academic program to be delivered. Moving teachers only exposes teachers to 60 students per day / 120 students per week. Creating standalone cohorts (1 teacher / 12 students) would put teachers in the position of supervisor and not allow them to teach their typical course load. This may result in the need to provide an independent remote learning option that students access while supervised by classroom teachers.
- Survey results show the community has a strong interest in the hybrid model; however, at the secondary level access to the full academic program is of equal or greater importance.
- Implementing the hybrid model at the elementary level allows for the full academic program and results in standalone cohorts of 1 teacher / 12 students)
- Hybrid Model requires community buy-in to maintaining cohort integrity and social distancing/mask wearing measures in and out of school.
- The Hybrid Schedule emerging on the No. Shore is 2 days in / 3 days home.
 - Recommended: M Remote / TW Green / TF White
- Successful implementation of the Hybrid model is vulnerable to staffing shortages and rolling shutdowns.
 - Project up to 20% of staff will access leave options. Uncertain if there will be available staff to fill positions.
 - Reliant on full staffing. Schools can tolerate two absent classroom teachers before risking shutdown.
 - Quarantine rules may force widespread absenteeism staff/students.
 - “In school settings, close contacts include other students and staff who were within 6 feet of the student or staff for at least 10-15 minutes in a classroom, in other school spaces, on the bus, or at an extracurricular activity. In elementary and other school situations where the students are in self-contained classrooms for an extended period, all students/staff within this “cohort” are considered close contacts as they may have been within 6 feet of the person with a positive test result. Possible close contacts should not come back to school until they have been tested (or elected instead to self-quarantine for 14 days). If an individual tests positive for COVID-19, then self-isolation is for a minimum of 10 days and until at least three days have passed with no fever and improvement in other symptoms as noted. If the test is negative, the student/staff can return to school if asymptomatic and wearing a mask.”
 - In Hybrid and/or Remote modes, child care may present an issue for families and faculty. (Districtwide 30% of our families reported that they may not have adequate availability. Higher at the elementary at 50%).
 - Actively discussing child care options with community partners.
 - Remote learning program delivery does not negate in-person learning opportunities.
 - High needs students and students with disabilities would be prioritized for in-person learning.
 - Opportunities for in-person community building will be built into the schedule to take advantage of good weather to hold outdoor meetings.
 - There are problems without current solutions:

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- Testing and tracing capacity
- Interconnectedness of the region
- Availability of staffing
- Consistency of state messaging and guidance

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Remote Learning

All students participate in remote learning from home

High School Remote Learning

Conditions	<ul style="list-style-type: none">• All students participate in a virtual school day from their home.• This model is not enrollment dependent.• Schedule will follow a typical school day (see below)• Attendance will be tracked in the student management system during each class period.• All attendance policies (State Law and School Policy) will be followed.
Program	<p>Academic Program & SEL</p> <ul style="list-style-type: none">• High School will follow its established course of studies• Students will participate in a virtual school day with real-time instruction.<ul style="list-style-type: none">◦ 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 provided to students at start of school year.• 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• Students will be provided feedback and grades on course work. <p>Interventions & Support</p> <ul style="list-style-type: none">• A dedicated student support block (U Block) will be scheduled every day for students to access additional assistance from teachers• Students that were unengaged during the spring closure will be tracked by the Dean of Students and Guidance Department to assure full engagement.• Academic Center, a regular education support, will be available to referred students who need specific academic support or assistance with organization.• All special education programs will remain intact as part of the school day schedule.

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	<ul style="list-style-type: none"> • Some small group, high needs students will have access to in person support at the high school • Teachers will reteach content from the spring that students need to have internalized to move forward with learning <p>Guidance & Counseling</p> <ul style="list-style-type: none"> • Guidance will schedule virtual meetings with students to provide academic and college counseling. Guidance will implement an online scheduler for students to access meeting times. • Guidance counselors will be available to provide tier 1 social emotional interventions with students. • Guidance counselors will track students’ academic progress to assure that all students remain engaged • The School Adjustment Counselor will be available to provide tier 2 social emotional interventions for students and 1:1 counseling. • Guidance will work in collaboration with the Dean of Students to assure students remain engaged in their learning and attend all class meetings. <p>Special Education</p> <ul style="list-style-type: none"> • Substantially separate high needs program will take place in person in the building • Special education support will be scheduled as is typical in the high school schedule. Students will have regular access to their liaison for support. • Co-taught and Supported sections will remain intact.
<p>Supports for High Needs Students</p>	<ul style="list-style-type: none"> • High needs students will have access to in-person programming at the high school on a regular basis.
<p>Opportunities for In-Person Learning</p>	<ul style="list-style-type: none"> • Opportunities will be scheduled for smaller student groups to come together at outdoor spaces and for community building, social emotional learning opportunities, connection to school and school spirit • Opportunities will be provided for small groups of students to access science labs
<p>Accountability</p>	<ul style="list-style-type: none"> • Attendance and assessment will reflect practices reflective of our traditional program • Grades will factor into student GPA
<p>Student/Staff Expectations</p>	<p>Student Expectations:</p> <ul style="list-style-type: none"> ○ Students will be expected to be dressed for school throughout the school day. ○ Students will be expected to have an appropriate location for learning

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- I.e. at a desk, kitchen table, etc.
- minimal distractions
- materials and completed assignments organized and on hand
- Student work completion, participation, work quality, assessment performance, etc. will be used to provide feedback to students and report progress to families.
- Students will follow established classroom expectations for behavior, work completion, participation, etc.
- Students will be expected to complete all assigned work on time and participate in all lessons throughout the day.
- Students are expected to be engaged in teaching and learning throughout the school day.
- Students will be held accountable using the structure of our typical practice

Staff Expectations:

- Staff is expected to be engaged in teaching and learning throughout the school day.
- Staff will be held accountable using the structure of our typical practice
- All staff will be required to follow District-determined, consistent practices in setting up Google Classroom pages.
- All staff will be trained in best practices in remote pedagogy and will be required to demonstrate consistency and proficiency on a regular basis.

Sample Schedules

- Students will be scheduled in six or seven courses. Five courses will meet each day on a seven-day rotating schedule
- Times on the schedule shown below will be adjusted slightly
 - Teacher school day will be 7:45am – 2:45pm
 - Student school day will be 8:00am – 2:30pm
 - Passing time will be slightly expanded to allow teachers to shift technology for next class and to provide students with a screen break
 - Lunch may be staggered or a standard time (TBD)
- U Block will allow students a screen break, an opportunity to meet with a teacher during office hours, or a break in the day to do independent schoolwork. Teachers are expected to hold office hours each day during U Block.

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Manchester Essex Regional High School Bell Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
7:45-8:40	A	F	D	B	G	E	C
8:44-9:39	B	G	E	C	A	F	D
9:43-10:33	U block	U block	U block	U block	U block	U block	U block
10:37-11:37	C	A	F	D	B	G	E
11:41-12:11	D	B	G	E	C	A	F
12:11-12:41	1st LUNCH	1st LUNCH	1st LUNCH	1st LUNCH	1st LUNCH	1st LUNCH	1st LUNCH
12:41-1:11	D	B	G	E	C	A	F
	2nd LUNCH	2nd LUNCH	2nd LUNCH	2nd LUNCH	2nd LUNCH	2nd LUNCH	2nd LUNCH
1:15-2:15	E	C	A	F	D	B	G
DROP	F	D	B	G	E	C	A
DROP	G	E	C	A	F	D	B

Provisioning

- Chromebooks will be available for all students
- Materials and curriculum resources will be available at the start of the school year.

Student Activities & After School

- Extracurricular Activities will be online when possible
- MIAA Determinations Pending
- In the event there is not a fall sports season, we will explore opportunities to run small group intramurals at outdoor spaces after the school day

Tech Helpdesk

- Real-time call-In / virtual assistance w/ established hours
- Schedule & Recorded Parent Trainings

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Parental Support

- Technology training will be provided to parents through online videos
- Guardian reports will be sent to families each week to provide an update on student progress/completion of assignments

Middle School Remote Learning

Conditions

- All students participate in a virtual school day from their home.
- This model is not enrollment dependent.
- The schedule will follow a typical school day (see below)
- Attendance will be tracked during each instructional period throughout the day and recorded in our student management system.
- All attendance policies (State Law and School Policy) will be followed.

Program

Academic Program & SEL

- Middle School will follow its established course of studies.
- Students will participate in a virtual school day with real-time instruction.
 - Learning Management System: Google Classroom 6-8
- The MS full elective program will be available to all students.
- Materials and curriculum resources will be sent home at the beginning of the school year and as needed throughout the school year.
- Instruction will promote interactive learning and peer-to-peer collaboration.
- Attendance and assessment will reflect practices consistent with our traditional program.
- Support services will be available virtually and in person as needed – see Interventions & Supports

Interventions & Support

- All students will participate in an Advisory Program. Each adult (faculty, staff, administration) will oversee a small group of students to serve as liaison between those students and their group of teachers. Students and families will receive a phone call at least once weekly from the Advisor to ensure students' educational, SEL, and executive functioning needs are being addressed. Students will also participate in regular SEL and community building activities, guided by their Advisor. In person SEL work will be coordinated through an SEL committee and will take place as often as is feasible based on the availability of outdoor space or large indoor spaces.
- All teachers will utilize an Engagement Tracking System to monitor students who may need additional levels of support.
- Teams will work closely with the Dean of Students and School Adjustment Counselor to leverage multi-tiered systems of support as needed. Tiers of support include

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	<p>Advisor check ins, the Academic Learning Center for content-based supports and interventions, and counseling services provided by both the School Adjustment Counselor and School Psychologist.</p> <p>Guidance & Counseling</p> <ul style="list-style-type: none">• Guidance and counseling services will be provided remotely via a telehealth model.• High needs students will be offered in person support as required.• Counselors will maintain frequent communications with students’ outside therapists as required and as allowed by families. <p>Special Education</p> <ul style="list-style-type: none">• Remote Learning Plans will be developed for all students receiving IEP services.• Special education programs will remain intact as part of the school day schedule.
Supports for High Needs Students	<ul style="list-style-type: none">• High needs students will have access to in-person programming on a regular basis.
Opportunities for In-Person Learning	<ul style="list-style-type: none">• Opportunities will be provided for students to come together in small groups in outdoor spaces for community building, social emotional learning opportunities, connections to teachers and peers and to foster school spirit.• As mentioned above, high needs students will have access to in-person programming on a regular basis.
Accountability	<ul style="list-style-type: none">• Attendance and assessment practices reflect our traditional program.• Feedback on student work will be shared frequently.• Students will receive trimester grades in keeping with our traditional program.
Student/Staff Expectations	<p>Student Expectations:</p> <ul style="list-style-type: none">○ Students will be expected to be dressed for school throughout the school day.○ Students will be expected to have an appropriate location for learning<ul style="list-style-type: none">▪ I.e. at a desk, kitchen table, etc.▪ minimal distractions

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- materials and completed assignments organized and on hand
- Student work completion, participation, work quality, assessment performance, etc. will be used to provide feedback to students and report progress to families.
- Students will follow established classroom expectations for behavior, work completion, participation, etc.
- Students will be expected to complete all assigned work on time and participate in all lessons throughout the day.
- Students are expected to be engaged in teaching and learning throughout the school day.
- Students will be held accountable using the structure of our typical practice

Staff Expectations:

- Staff is expected to be engaged in teaching and learning throughout the school day.
- Staff will be held accountable using the structure of our typical practice
- All staff will be required to follow District-determined, consistent practices in setting up Google Classroom pages.
- All staff will be trained in best practices in remote pedagogy and will be required to demonstrate consistency and proficiency on a regular basis.

Sample Schedules

- Students will be scheduled in up to seven courses. Six courses will meet each day on a 6-day rotating schedule.
- Each course will be 45 minutes in length.
- Times on the schedule shown below will be adjusted slightly
 - Teacher school day will be 7:45am – 2:45pm
 - Student school day will be 8:00am – 2:30pm
 - Transition time between classes will be 15 minutes to allow for screen breaks, movement breaks, snacks, and time to prepare for the next class.
 - Period 5 (E Block) will meet every day and will not rotate or drop to allow for extended SEL, whole grade activities throughout the year.
 - Students and faculty will have a 45 minute lunch break from 11:45 – 12:30
- Students and faculty will end each day with a 15-minute Advisory period.

Period/Time	Day 1	Day 2	Day 3	Day 4	Day 4	Day 6
Period 1 8:00-8:45	A	G	F	D	C	B
Period 2 9:00-9:45	B	A	G	F	D	C
Period 3 10:00-10:45	C	B	A	G	F	D
Period 4 11:00-11:45	D	C	B	A	G	F
LUNCH 11:45-12:30						
Period 5 12:30-1:10	E	E	E	E	E	E
Period 6 1:25-2:10	F	D	C	B	A	G
Advisory 2:15-2:30						
Drop	G	F	D	C	B	A

Provisioning

- Chromebooks will be available for all students.
- Materials and curriculum resources will be sent home at the beginning of the school year and as needed throughout the school year.

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Student Activities & After School	<ul style="list-style-type: none"> • Online if applicable • MIAA Determinations Pending
Tech Helpdesk	<ul style="list-style-type: none"> • Real-time call-In / virtual assistance w/ established hours • Schedule & Recorded Parent Trainings
Parental Support	<ul style="list-style-type: none"> • Student advisory groups will be developed to connect each student to one adult. Group support meetings will occur at least once weekly to provide support and SEL assistance to students. Each family will receive a weekly phone call from their student’s designated Advisor as a check in to ensure all necessary supports are being provided to students and families to ensure student success.

Elementary School Remote Learning

Conditions	<ul style="list-style-type: none"> • All students participate in a virtual school day from their home. • This model is not enrollment dependent. • Attendance will be tracked and recorded throughout the day. • The schedule will follow a typical school day (see below) • All attendance policies (State Law and School Policy) will be followed.
Program	<ul style="list-style-type: none"> • Elementary will follow typical course of studies: <ul style="list-style-type: none"> ○ ELA – MA Curriculum Frameworks via <i>Wonders</i> ○ Mathematics – MA Curriculum Frameworks via <i>Everyday Math</i> ○ Science – MA Curriculum Frameworks via MERSD units and <i>Know Atom</i> ○ Social Studies - MA Curriculum Frameworks via MERSD units ○ SEL – <i>Responsive Classroom, RULER, Second Step</i> ○ Specialists – Art, Music, PE/Wellness, Technology, Library, Foreign Language • Students will participate in a virtual school day with real-time instruction. <ul style="list-style-type: none"> ○ Google Classroom 3-5 ○ See Saw K-2

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	<ul style="list-style-type: none">• The elementary schools will provide a full academic program including specials.• Instruction will promote interactive learning and peer-to-peer collaboration.• Instruction will balance synchronous and asynchronous instruction using technology and hands-on activities.• Attendance and assessment will reflect practices reflective of our traditional program.• Support services will be provided virtually.
Supports for High Needs Students	<ul style="list-style-type: none">• All students will have Remote Learning Plans developed by IEP teams.• Specialized programs (SWING, IRWL, Integrated PK) will attend school in person per their remote learning plan.• Pull out services will be provided remotely unless Remote Learning Plan specifies otherwise.• Inclusion support will be provided throughout the remote learning model.• Counseling services will be delivered remotely.• All therapies will be delivered remotely unless Remote Learning Plan specifies otherwise.• ELL services will be delivered remotely.
Opportunities for In-Person Learning	<ul style="list-style-type: none">• Outdoor classroom spaces will be set up with large tents and socially distanced seating.• All PK-5 students will be invited to small-group transition activities following social distance guidelines.<ul style="list-style-type: none">○ Team building, material pickup, meet and greet will follow a structured, small-group format.• Efforts will be made to organize opportunities for students to come to the campus periodically for team building, SEL activities, and academic “reverse field trips.”
Accountability	<ul style="list-style-type: none">• Students will be expected to engage with their classroom virtually from 8:30-2:55 each day. Time will be provided for students to be on and off screen during the school day.<ul style="list-style-type: none">○ Attendance will be taken throughout the day to ensure participation.○ Work completion will be recorded for grading purposes.○ Work performance will be recorded for grading purposes.• Report cards will follow a traditional process and distribution timeline.
Student/Staff Expectations	<ul style="list-style-type: none">• Student Expectations:<ul style="list-style-type: none">○ Students will be expected to be dressed for school throughout the school day.○ Students will be expected to have an appropriate location for learning<ul style="list-style-type: none">▪ I.e. at a desk, kitchen table, etc.▪ minimal distractions

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- materials and completed assignments organized and on hand
 - Student work completion, participation, work quality, assessment performance, etc. will be used to provide feedback to students and report progress to families.
 - Students will follow established classroom expectations for behavior, work completion, participation, etc.
 - Students will be expected to complete all assigned work on time and participate in all lessons throughout the day.
- Staff Expectations
 - Staff will organize and manage student schedules (including breaks and time away from technology)
 - Staff will design remote instruction following a modified, traditional school day schedule including breaks from screen time and breaks for lunch, recess, and movement.
 - All staff will be required to follow district-determined, consistent practices in setting up Google Classroom or Seesaw platforms.
 - All staff will be trained in best practices in remote pedagogy and will be required to demonstrate consistency and proficiency on a regular basis.

Sample Schedules

8:05-8:30	Students Begin Arriving to online Campus/Class
8:30	All students expected to be in class or on Zoom and ready to learn
8:30-8:40	Morning Meeting/SEL Instruction via Zoom
8:40-9:40	MATH – Modified Lesson Plan Structure
9:40-10:00	OUTDOOR (or gymnasium) Mask Break (Minimum 6’ social distance)
9:40-11:00	ELA – Following Same format/structure as MATH
11:00-11:22	LUNCH – In Classroom or Outdoors – <i>no masks & 6’ Social distance</i>
11:22-11:45	RECESS – In Classroom or Outdoors – <i>no masks & 6’ Social distance</i>
11:45-12:30	ART – Specialists: zoom into classrooms from their teaching space
12:30-1:15	SCIENCE – Following Same format/structure as MATH
1:15-2:00	SOCIAL STUDIES – Following Same format/structure as MATH

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	2:00-2:30	TEACHER CHOICE TIME
	2:30-2:55	Prepare to dismiss – Staggered dismissal
Provisioning	<ul style="list-style-type: none"> • iPad will be provided for all grade K-2 students. • Chromebooks will be provided for all grade 3-6 students. • Materials and curriculum resources will be sent home on a regular basis. 	
Student Activities & After School	<ul style="list-style-type: none"> • MERSD after/before programs will not be offered 	
Tech Helpdesk	<ul style="list-style-type: none"> • Real-time call-In / virtual assistance w/ established hours • Schedule & Recorded Parent Trainings • Parent resources will be provided to assist with technology access. 	



MERSD Instructional Technology for Hybrid and Remote Learning

Update 8-14-20

Since March 2020, the Manchester Essex Regional School District (MERSD) has focused on learning the technology necessary to implement a hybrid and remote learning model. In anticipation that the school year may need to begin in a hybrid and remote format, the district has adopted a Hyflex Model for hybrid and remote instruction.

The Hyflex Model is a blended instructional model that functions as a “bridge” between traditional classroom structures in order to support fully-online student learning (Beatty, 2007a). In addition, the Hyflex Model incorporates and leverages online teaching technologies and pedagogies to support best practices for in-person teaching and learning. MERSD has incorporated instructional supports and methodologies from the following texts:

Beatty, B. J. (2019). Beginnings: Where Does Hybrid-Flexible Come From? In B. J. Beatty (Ed.), *Hybrid-Flexible Course Design*. EdTech Books. Retrieved from https://edtechbooks.org/hyflex/book_intro

Darby, F. and Lang, J. (2019). *Small teaching online: Applying learning science to online classrooms*. Jossey-Bass. San Francisco, CA.

Levy, D. (2020). *Teaching effectively with zoom*. Retrieved from Zoom Video Communications and Publications. Cambridge, MA.

In addition to these materials, the district read and analyzed peer-reviewed research articles on distance learning, online learning, and best practices in instructional technologies. Across the district and from each school, teacher teams were trained to deliver a professional development series focusing on information learned during a summer MSSAA institute entitled, “Designing Distance Learning: Seven Best Virtual Learning Practices to Maximize Student Engagement.” The skills and strategies learned through these and other online trainings will function as the basis for MERSD’s hybrid/remote instructional strategy in MERSD’s Hyflex Model.

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The goal of the MERSD Hyflex Model is to support teachers, students, and families through best practices in instructional online pedagogies in order to support students' needs and to engage students in a robust delivery of MERSD district-based curriculum and content. In order to do so, the district is focusing on developing teacher and family supports through the creation of the following technology infrastructures and pedagogical practices. The Hyflex Model will allow for MERSD to meet the following goals:

- Create impactful units and lessons
- Communicate with students and families
- Build classroom community, collaboration, and feedback opportunities for students
- Support all students

The following information highlights different aspects and technologies to be used to address the key goals for the MERSD Hyflex Model.

Learning Management Systems

MERSD has adopted the following Learning Management Systems (LMS):

- Seesaw for students in grades K-2
- Google Classroom for students in grades 3-12

The district has coordinated teacher teams to coordinate and identify best practice guidance for all staff to facilitate how each teacher, student, and family will function within the LMS.

Communication

Seesaw

As Kindergarten–Grade 2 students do not have experience within the LMS, the district and grade-level teachers will coordinate the information necessary to engage with students and families within Seesaw. Guidelines and parent trainings will be shared with parents at the start of the school year.

Google Classroom

Students in Grades 3-12 will work within Google Classroom as they have in the past.

Teachers will work from MERSD guidelines within Google Classroom in order to facilitate a coordinated approach to content delivery with the Google Classroom platform. Google Classroom guidelines and parent trainings will be shared with families at the start of the school year.

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Zoom

Teachers will use Zoom and Google Hangouts to communicate with students. Teachers will work from MERSD guidelines within Zoom in order to facilitate a coordinated approach to communication within the Zoom platform. Best practices and guidelines for these communication technologies will be shared with families at the start of the school year.

Instructional Technologies

From March 2020 to the start of the school year, teachers will have learned best practices for hybrid and remote learning on specific technologies designed to engage students in collaborative learning and communication practices. Guidelines and parent trainings on these grade-level specific instructional technologies will be shared with families at the start of the school year.

Social Emotional Learning, Anti-Bias, and Trauma Informed Schools

MERSD has leveraged its ongoing work with Yale’s Center for Emotional Intelligence and Yale’s RULER Community to continue to build SEL strategies for teachers and administrators in order to support and engage with students throughout the school year. Additionally, teachers and support staff are attending workshops and trainings to build strategies and school-based supports for students through trainings on RULER, trauma informed schools, diversity, and anti-bias students and family supports.

Websites

MERSD has developed a teacher training website to support teachers’ summer learning and to identify upcoming fall trainings for all staff. These sites are designed to coordinate resources for all teachers K-12 on instructional practices and strategies to support the delivery of the MERSD Hyflex Model. A website for families is under construction and will be available to all parents and families for the start of the school year.

Financial Implications - *Projected Cost Estimates of Models*

	Hybrid K-12	Hybrid Elem	Remote
Facilities & Supplies			
PPE*	\$350,000	\$175,000	\$105,000
Transportation *	\$400,000	\$200,000	
Technology	\$466,000	\$466,000	\$466,000
	\$1,216,000	\$841,000	\$571,000
Projected Personnel Costs			
Additional Custodial (Contract)	\$120,000	\$120,000	
Additional Staff (2)* Estimated Full Prog.	\$150,000		
Replacement Staff / Leaves / Subs	\$300,000	\$300,000	
Paras (2 per building)	\$200,000	\$100,000	
School /Bus Monitors (5)	\$100,000	\$100,000	
Nurse Assist. Contract (3)	\$100,000	\$70,000	
	\$970,000	\$690,000	\$0
	\$2,066,000	\$1,411,000	\$571,000

Anticipate Grant & FEMA Reimbursement approx. \$650,000

Hybrid Study

MERSD Reentry Plan Overview – Working Draft

Hybrid - 50% of Students In-Person & 50% of Students Remote with Alternating Green & White Cohorts Meets Social Distancing & Safety Guidelines but doesn't allow for delivery of full academic program			
	Elementary	Middle School	High School
Conditions	<ul style="list-style-type: none"> 6 ft. Social Distancing Masks required Grades 2-5 / Strongly recommended K-1 (<i>policy pending</i>) Limited movement in classroom and throughout building Recess will be provided in a modified format pending DPH guidance. Lunch will take place in classroom 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 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 <i>Financial Implications of Return Models</i> 	<ul style="list-style-type: none"> 6 ft. Social Distancing Masks required Grades 6-12 Limited movement in classroom and throughout building Lunch will take place in classroom 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 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 <i>Financial Implications of Return Models</i> 	<ul style="list-style-type: none"> 6 ft. Social Distancing Masks required Grades 6-12 Limited movement in classroom and throughout building Lunch will take place in classroom Two cohorts of students Green and White on an alternating in/out schedule (schedule TBD)
Program	<ul style="list-style-type: none"> Elementary will follow typical program of studies with limitations and potential elimination of the following: <ul style="list-style-type: none"> Sharing of materials Cooperative learning Small group work / Community rug time Materials and curriculum resources will need to go back and forth from school to home. 	<ul style="list-style-type: none"> Full academic program offerings Specials would rotate on the trimester <ul style="list-style-type: none"> Band/Chorus/PE may have public health restrictions Instructional meetings 50% in-person / 50% remotely Utilize livestreaming to connect in-person and at home cohorts 	<ul style="list-style-type: none"> Full academic program offerings <i>if the following meets DESE and local health and safety guidelines.</i> <ul style="list-style-type: none"> Requires 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 Requires provisioning for both in-person and hybrid models – See <i>Financial Implications of Return Models</i> Instructional meetings 50% in-person / 50% remotely <ul style="list-style-type: none"> Band/Chorus/PE may have public health restrictions

MERSD Reentry Plan Overview – Working Draft

Schedule	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Two cohorts of students - Green and White on an alternating in/out schedule (schedule TBD) 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. Specialists will teach remotely from their teaching space using a modified curriculum. <ul style="list-style-type: none"> Students will participate from their classrooms Band/Chorus/PE may have public health restrictions 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 & dismissal will be staggered by alphabet and students will go directly to and from their classrooms. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Two cohorts of students Green and White on an alternating in/out schedule (schedule TBD) Time on learning will be adjusted to provide frequent movement and outdoor mask breaks throughout the day. 	<ul style="list-style-type: none"> Block schedule (four classes per day) Thirty minute blocks to allow for community building, extra help, check-ins Still being studied: <ul style="list-style-type: none"> way to split classes into Green/White If band and chorus is allowed, Wednesday and Thursday is Band or Chorus; w/ early dismissal for other students at 1pm Time on learning will be adjusted to provide frequent movement and outdoor mask breaks throughout the day.
Transportation	Distancing Guidance – 6 ft. Social Distancing 50% Load Per Day <i>Assessing need for additional runs</i>	Distancing Guidance – 6 ft. Social Distancing 50% Load Per Day <i>Assessing need for additional runs</i>	Distancing Guidance – 6 ft. Social Distancing 50% Load Per Day <i>Assessing need for additional runs</i>
Student Activities & After School	MERSD after/before programs will not be offered at this time.	Online if applicable MIAA Determinations Pending	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

MERSD Reentry Plan Overview – Working Draft

Facilities Maintenance & Cleaning Overview

HVAC Systems

MERSD has reviewed its Heating, Ventilation and Air Conditioning (HVAC) systems and identified methods to maximize introduction of outside fresh air, and improve air filtration, in accordance with DESE recommendations and guidance. HVAC systems in all three MERSD facilities have been upgraded in recent years to facilitate these adjustments, although due to the varying ages of each building, some differences do exist, as noted below.

HVAC systems will begin running 2 hours before the start of each day in order to maximize fresh air introduction prior to staff and student arrival. Systems will continue to run for 2 hours after the end of each day to ensure a complete refreshing of indoor air each day. HVAC system settings will also be adjusted to eliminate or minimize the use of recycled air to the extent possible. Upgraded, recommended MERV-13 and MERV-14 air filters have been introduced in all classrooms to more effectively treat incoming fresh and returned air. Filters will be changed quarterly instead of our previous semi-annual process, to further improve air quality. MERSD is also contracting with a 3rd party to professionally clean out all components of the HVAC systems prior to the start of school, which will not only improve air quality, but also improve ventilation efficiency. Exhaust fans at all schools have been serviced over the summer, and in some cases replaced to ensure full functioning when school re-opens.

As outside air temperatures begin to drop, further changes to HVAC settings will be necessary to balance the need for outdoor, fresh air, with sustainable indoor temperatures that are conducive to a learning environment. This calibration will also be necessary to prevent significant damage to the HVAC systems from introduction of colder, fresh air. MERSD has engaged an HVAC design engineer to review all settings to promote optimal fresh air ventilation and occupant safety.

Manchester Memorial Elementary School

The new two-story classroom wing, which will be operational at the start of the school year, contains the latest in HVAC technology, including a building automation system (BAS) that facilitates control of HVAC settings and maximization of fresh air intake. The ventilation system in the new school uses displacement technology to introduce fresh air into the building at low velocities, which further helps to improve air quality. In the older D-wing and gymnasium, which have yet to move to the new system, HVAC dampers will be adjusted manually to bring in maximum outside air.

Essex Elementary School

MERSD introduced a new BAS system in FY19, through a Green Communities grant program in partnership with the Town of Essex. This BAS, like that in the other school buildings, facilitates control of HVAC settings and maximization of fresh air intake. The BAS is in place for approximately half of all classrooms, although plans to extend the system – a significant capital project – have previously been identified to occur in the next several years, either through a similar grant program, or through Stabilization Reserves. In spaces not currently covered by the BAS, HVAC dampers can be adjusted manually to bring in maximum outside air.

MERSD Reentry Plan Overview – Working Draft

Manchester Essex Regional Middle High School

Modern HVAC equipment was installed with the new school project in 2010. The entire building is covered by a modern BAS that facilitates control of HVAC settings and maximization of fresh air intake.

Daily Cleaning & Sanitizing

Staffing

- Consider adding 3 custodians whose primary responsibility will be to disinfect the schools.
- All custodial staff will be properly trained on cleaning protocols, and be provided with the appropriate PPE according to the CDC and EPA.
<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

Equipment

- All appropriate PPE items for staff/students set forth by CDC have been ordered and delivered.
- 200 hands free soap and sanitizer dispensers have been ordered, and will be installed throughout the district prior to the start of school.
- 5 electrostatic disinfectant sprayers have been ordered and expected to be delivered in mid-August. Training and trials runs will be conducted to determine time it takes to disinfect all school buildings.

Locations

- Hands free soap dispensers will be installed in all bathrooms and classrooms sinks.
- Hands free sanitizer dispensers will be installed in all entries/exits, hallways, shared activity spaces, offices, recess areas, etc.
- All classrooms will be provided with hand sanitizer pump bottles with 75% alcohol, as well as disinfecting wipes and paper towels.

Chemicals

MERSD will use disinfectants and cleaners that are registered by the EPA. They include the following

- **Multi-Clean 128 E-Fecticide** Disinfectant Cleaner. EPA Registration No. 6836-365-5449.
- **Hillyard Arsenal 1 Re-Juv-Nal:** Disinfectant/detergent cleaner. EPA Registration No. 6836-365-5449
- **Bru Tabs 6S-**Disinfecting tablets for electrostatic sprayers. EPA Registration No 71847-6-106

Cleaning Areas

- Per Facility and Operation Guidelines the following frequently touch surfaces will be cleaned and disinfected between 3-4 times per day.
 - Door handles
 - Light switches
 - Handrails
 - Drinking fountains
 - Restrooms
 - Elevator buttons
 - Shared material/electronics
 - Etc.

- Per Facility and Operation Guidelines the following items will be cleaned and disinfected on a nightly basis.
 - Classroom desks
 - Tables
 - Chairs
 - Offices
 - Shared spaces
 - Etc.

- In addition on all remote days each building will receive a complete and thorough deep cleaning and disinfecting.

Manchester Essex Regional High School

— Reopening Presentation —
2020-21 School Year

Hybrid and Remote Structure

- During the 2020-21 school year, the High School will follow a hybrid (movement or no movement) or fully remote structure.
- The daily schedule of the hybrid or fully remote structure may differ.

High School Schedule Attributes/Cohort Limits

- 299 sections plus study halls
- Sections – 42 Singletons (meaning there is only one section)
 - 20 AP Courses
 - 11 Singleton AP Sections
 - 15 Co-taught/Supported Singleton Sections
 - 26 other Singleton Sections including Foreign Language Sections and Electives

School Day Structure – Hybrid Model No Movement

- Students remain in classroom
- Math is the only course taught at leveled placement
- English/Social Studies/Science will be heterogenous
- Cohorts will consider foreign language placement when possible (Please note not all students take four years of Foreign Language)
- Core subject teachers will move to classrooms
- Students exposed to cohort only/Teachers exposed to up to 70+ students/week
- AP and Elective Program may be out-sourced and completed online in the classroom

Hybrid Model/No Movement - Two Cohorts*

Course	Number of Students	Number of Cohorts	Size of Cohort
Algebra I CP	35	4	8-9
Algebra I H	30	4	7-8
Geometry CP	40	4	8-12
Geometry H	67	8	8-10
Algebra II H	53	6	7-10
Algebra II CP	70	8	8-9
Pre Calc CP	60	6	9-11
Pre Calc H	28	4	7-8
Calc H	33	4	8-10
QR	31	4	7-9
Calc AP	11	1	11
AP Stats	16	2	8

* Cohorts will be determined based on math placement and alphabetical split

Sample Daily Schedule – No Movement

	Remote Day	Day 1	Day 2	Day 3	Day 4
7:45 – 8:40	English	English	English	English	English
8:55 – 9:50	Math	Math	Math	Math	Math
10:05 – 11:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
11:15 – 11:45	Lunch	Lunch	Lunch	Lunch	Lunch
Noon – 12:50	Science	Science	Science	Science	Science
1:05 – 1:45	Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language

School Day Structure - Movement

- Cohort is defined as Green Group or White Group, but does not indicate small group of students that remain together
- Approximately 250 students moving in the building/day
- Students will move between classes at least three times per a day in addition to entrance/exit
- Up to twelve students in a classroom/period
- Cohorts will mix throughout the day based on student schedule.
- Exposure to approximately 50 unique students/teachers per a day depending on student schedule (teachers exposed to 125+ students/week)

School Day Structure - Movement

- One-way stairwells and hallways to limit exposure during passing times
- Staggered release/arrival times between classes to be defined
- Some electives will not run in order to reduce core program section numbers to below 24
- Student schedules will contain study hall in the auditorium (need divided spaces per Board of Health Guidance)
- Lunch to be in classroom with teacher
- Classes will be taught in 65-minute block with 15 minutes of passing time (staggering of movement)
- Classes meet 7.5 times/14 school days

Hybrid Model/Movement - Two Cohorts*

Grade	Green Cohort	White Cohort
Grade 9	Approximately 56	Approximately 56
Grade 10	Approximately 63	Approximately 63
Grade 11	Approximately 65	Approximately 65
Grade 12	Approximately 63	Approximately 63

Cohort defined by alphabetical split which may impact student schedule based on split at other levels and class size of each section.

Daily Schedule

	Remote Day	Day 1	Day 2	Day 3	Day 4
7:45 – 8:55	All Remote*	A	E	A	E
9:05 – 10:15		B	F	B	F
10:30 – 11:40		C	U Block	C	U Block
11:40 – 12:30		Lunch	Lunch	Lunch	Lunch
12:40 – 1:45		D	G	D	G

*Remote Schedule

8:00 – 8:30	A Block
8:45 – 9:45	B Block
10:00 – 10:30	C Block
10:45 – 11:15	D Block
11:30 – Noon	Lunch
12:15 – 12:45	E Block
1:00 – 1:30	F Block
1:45 – 2:15	G Block

Fully Remote Schedule

- Run Typical School Day Schedule beginning at 7:45 and ending at 2:15
- Run Period Schedule A – G over a seven-day rotation, 5 classes meeting per/day
- Full schedule to run with typical time on learning
- Teachers teach from classroom, students at home
- Maybe some opportunity for support, science labs and other high need programs to be offered on a limited basis in the building
- Classes meet 10 times/14 school days

Daily Schedule

Manchester Essex Regional High School Bell Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7																															
7:45-8:40	A	F	D	B	G	E	C																															
8:44-9:39	B	G	E	C	A	F	D																															
9:43-10:33	U block	U block	U block	U block	U block	U block	U block																															
10:37-11:37	C	A	F	D	B	G	E																															
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1:15-2:15	E	C	A	F	D	B	G																															
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Implications to Programming

Hybrid – No Movement

- Cohort defined by math placement
- Core Program only – heterogeneously grouped in all classes except math
- No Electives
- AP Program Outsourced (except Stats and Calc)

Hybrid - Movement

- Majority of program runs
- Instructional time/course over the course of a year is reduced
 - 7.5 Class Meetings/14 Days
- Students in study hall pending guidance from Board of Health

Remote

- Full program runs
- Full Instructional Time/Year
 - 10 Class Meetings/14 Days
- Maybe some opportunity to Support, Science Labs and other High Need Programs

Manchester Essex Regional Middle School

— Reopening Presentation —
2020-21 School Year

Hybrid and Remote Structure



During the 2020-21 school year, the Middle School will follow a hybrid or fully remote structure.

- Hybrid Model: The existing daily schedule will change, and will be consistent for students both in and out of school.
- Fully Remote: The existing daily schedule (waterfall with a drop) or a version of the hybrid model will be in place.

Hybrid Model - Two Cohorts*

GREEN COHORT

(size approximations)

- Grade 6: 52 Students
- Grade 7: 59 Students
- Grade 8: 64 Students

WHITE COHORT

(size approximations)

- Grade 6: 52 Students
- Grade 7: 59 Students
- Grade 8: 64 Students

* Cohorts will be assigned based on District sibling needs.

When are they in school? When are they remote?

GREEN COHORT

Day 1: In School

Day 2: In School

Day 3: Remote

Day 4: Remote

Day 5: Remote

WHITE COHORT

Day 1: Remote

Day 2: Remote

Day 3: Remote

Day 4: In School

Day 5: In School

Daily Schedule Options (Hybrid Model)

OPTION ONE:

	Green Cohort Day 1	Green Cohort Day 2	White Cohort Day 1	White Cohort Day 2
7:45-9:00 <i>(75 min.)</i>	A	E	A	E
9:10-10:25 <i>(75 min.)</i>	B	F	B	F
10:25-10:55 <i>(30 min.)</i>	Lunch			
11:00-12:15 <i>(75 min.)</i>	C	G	C	G
12:20-1:35 <i>(75 min.)</i>	D	Advisory/SEL	D	Advisory/SEL
1:35-1:45 <i>(70 min.)</i>	Advisory/Checkout		Advisory/Checkout	
1:45-2:35	Teacher Prep/Team			

OPTION TWO:

	Green Cohort Day 1	Green Cohort Day 2	White Cohort Day 1	White Cohort Day 2
7:45-9:00 <i>(75 min.)</i>	A	E	A	E
9:10-10:25 <i>(75 min.)</i>	B	F	B	F
10:25-12:35 LUNCH <i>(80 min.)</i>	C	G	C	G
12:35 - 1:45 <i>(70 min.)</i>	D	Advisory SEL	D	Advisory SEL
1:45 - 2:35	Teacher Prep			

Lunch Times: 6th (10:25 - 11:05)

7th (11:10 - 11:50)/Split

8th (11:55 - 12:35)

Two exploratory classes will be added to each grade level and will rotate by trimester.

Requires adding an exploratory offering and hiring a teacher.

Requires increasing FTE for foreign language.

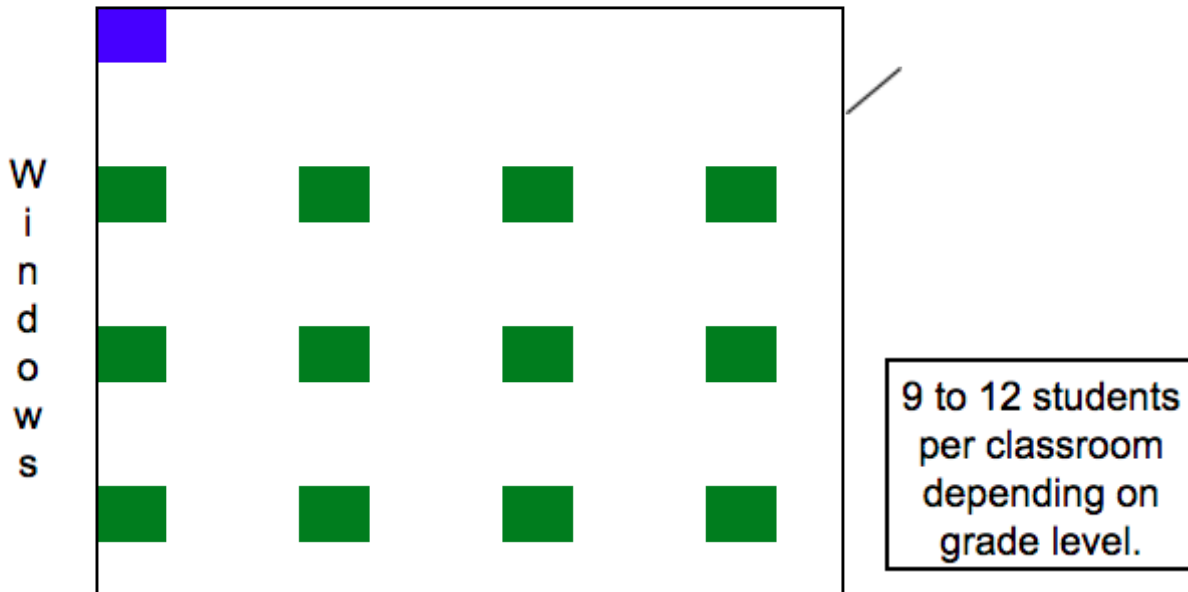
Instructional periods will be at least 55 minutes.

Teachers will have discretion over use of time for movement and mask breaks.

Each teacher will also have an additional prep period on either Day 1 or Day 2.

Classroom Structures

6' spacing



- Note: Teachers will rotate between classes. Students will remain in classrooms and assigned to the same seat each day for the entirety of the school year. Students will also remain with the same classroom pod of students each day. Classroom pods cannot intermingle.

Exposure

STUDENTS

Daily: **8 - 11** other students and up to **7** teachers over the two days.

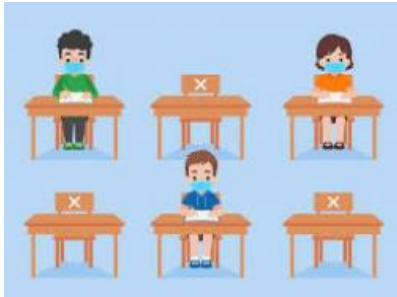
- Students will remain with their classroom cohort throughout the school day.
- Transitions will be monitored to minimize cross-cohort contact.
- Students will be exposed to members from other cohorts on buses.

TEACHERS

Daily: Up to **64** students
Weekly: From **105** and **128** students and a varied number of other teachers in supported classes.

- General education teachers teach an entire grade level.
- Special education teachers will work both in larger and smaller-pull out classrooms.
- Exploratory teachers teach one grade level per trimester.

How does the remote part of the hybrid work?



Implications to Programming

Hybrid:

- Math: No leveled math courses in Grades 7 and 8.
- Foreign Language: Will be impacted at all three grade levels.
- Science and Art (materials)
- The addition of an exploratory class to accommodate for cohort groupings.

Fully Remote:

- Minor programmatic changes (exploratory)
- Science and Art (materials)
- Teachers teach from classrooms; students are at remote.
- Will provide opportunities for in-person learning for our most vulnerable students.

How were the programmatic implications determined?

Alphabetical Split/Groupings

50/50 Cohorts

Space | 6' distance

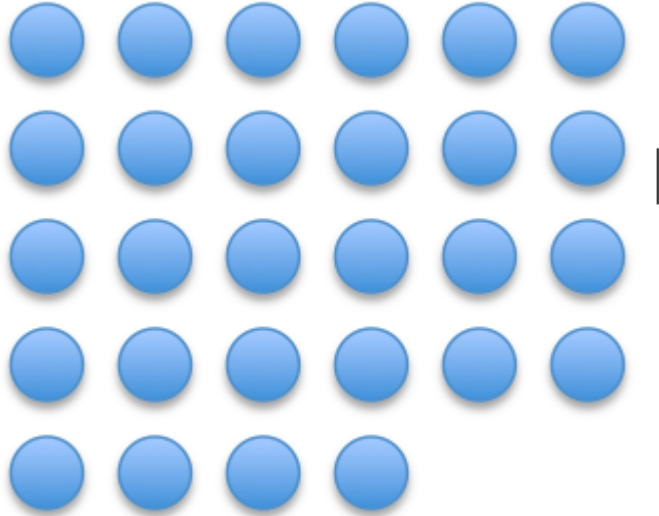
Special Education

Math

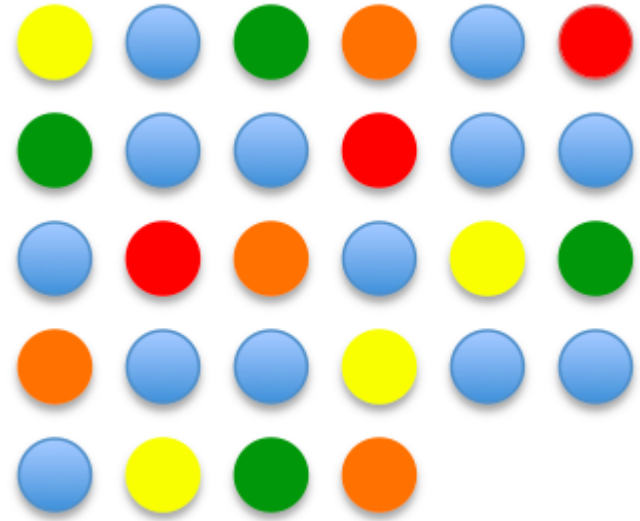
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Resources

Programming Implications Cont.



Hybrid cohorts require homogenous groupings because students cannot intermingle.



Student groupings vary greatly based on special education, math level, foreign language, alphabetical split/siblings.

Will need to hire additional teachers to maintain all course offerings

Staffing Implications

HYBRID: Currently, approx. 20% of middle staff has notified the District about FMLA and/or leaves of absence. An additional 5 - 10% is anticipated.

Hiring:

- Undetermined number of long-term substitutes for teachers who qualify for FMLA and leaves of absence
- 1 additional exploratory teacher
- 6 bus monitors
- 3 daily substitute teachers/transition monitors.

FULLY REMOTE:

Hiring:

Minor staffing implications based on the exploratory model.

MANCHESTER ESSEX REGIONAL SCHOOL DISTRICT
ELEMENTARY REOPENING PLAN

2020-2021

Collaboration...Thank you!

- School-based Leadership Teams
- Parents: Surveys, Conversations, Letters, Emails
- Fall 2020 Advisory Group
- Administrative Team
- MERSD School Committee
- META

What we want for our students

- Effective Learning Opportunities
 - Developmentally Appropriate Instruction
 - Engaging Lessons
 - Integration of Social Emotional Learning/Support
- Structured School Day
 - Balance of screen time and hands-on work
 - Students engaged with their class for a full school day
- Clear Expectations
 - Accountability – Attendance, Assessment, Feedback, Reporting

Our Task: 3 Models

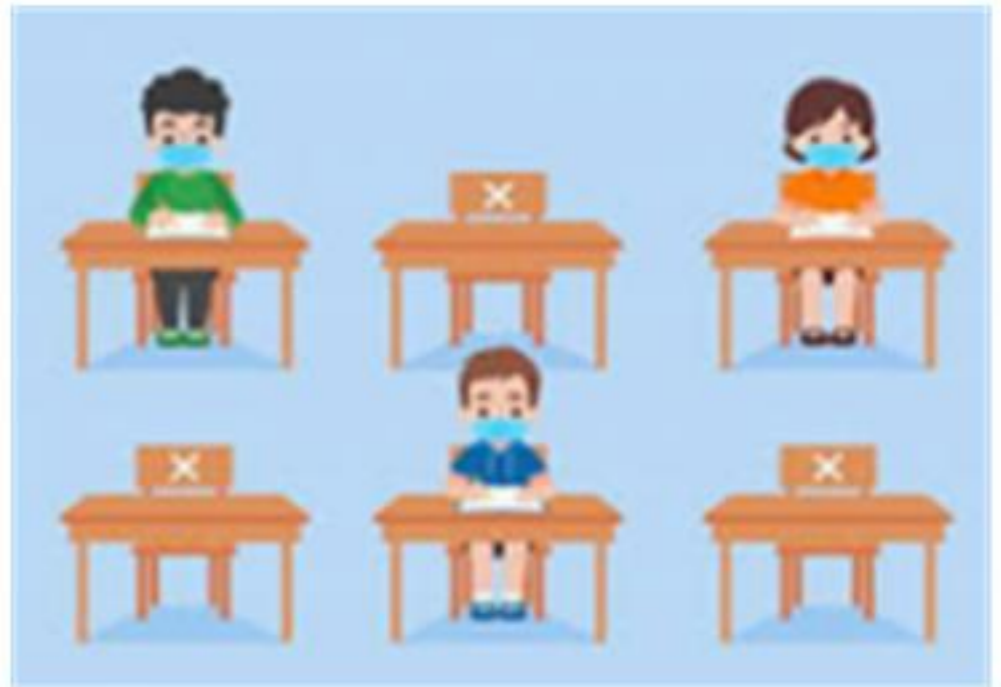
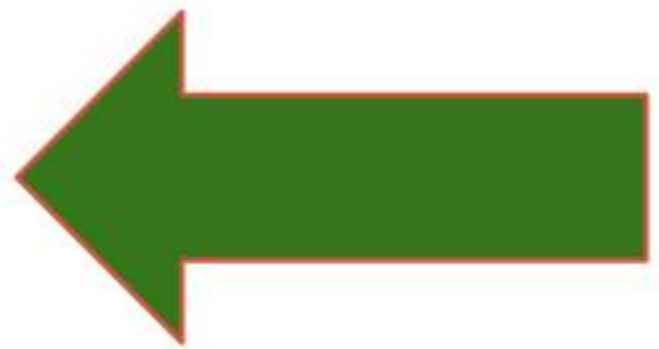
- In-person learning model: For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.
- Hybrid learning model: In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.
- 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.

****The MERSD School Committee has established a six foot social distancing . MERSD cannot accommodate full in-person learning and meet the social distancing and DESE health and safety guidelines.***

Hybrid Model

- The Hybrid Model meets local and state health and safety guidelines
- The academic program can be delivered in the hybrid model with some modifications to the delivery of instruction
- Hybrid Model requires lessons to be designed for remote learning and accommodate in person cohorts
 - Teachers will plan and deliver remote instruction for students to access from home or from school simultaneously

Hybrid



Hybrid

- Curriculum and Assessment
 - Curriculum, Assessment and Grading will follow a typical structure (with modifications)
 - Remote learning will include balance of hands-on, tactile activities, and technology
 - Specialists Classes (Art, music, PE, Library, Technology, Foreign Language) Students (both in-person and at-home cohorts) will participate in specialist classes remotely to limit exposure
- General Education Intervention
 - Response to Intervention, Enrichment, etc. may not be able to take place in the same format as in the past
- Special Education – Allison Collins will address in next presentation

Hybrid Model

- Technology Considerations
 - Combination of on-line and hands-on learning experiences
 - Combination of teacher directed synchronous and asynchronous direct instruction, peer collaboration, assignments, feedback, etc.
 - Time on and off of screens throughout the day with breaks for lunch, recess, movement, etc.
 - All students will be assigned an Ipad (K-2) or Chromebook (3-5) to use at home and in school
 - Students will be provided with tangible materials to use at home when remote (i.e.. workbooks, manipulative kits, art materials, etc.)

Hybrid Model

- School Day Schedule
 - Students will be engaged with their teacher/class throughout the 8:30-2:55 school day
 - A full school day does not equal a full day of screen time
- All students will be assigned to either the WHITE or GREEN cohort (50% in each)
 - Cohort assignments will mirror MERMHS cohort assignments so that immediate families & households will be on the same schedule
 - Cohorts will be 7-12 students per class (depending on grade)

Hybrid Cohort Schedules

GREEN COHORT

Day 1: HOME

Day 2: SCHOOL

Day 3: SCHOOL

Day 4: HOME

Day 5: HOME

WHITE COHORT

Day 1: HOME

Day 2: HOME

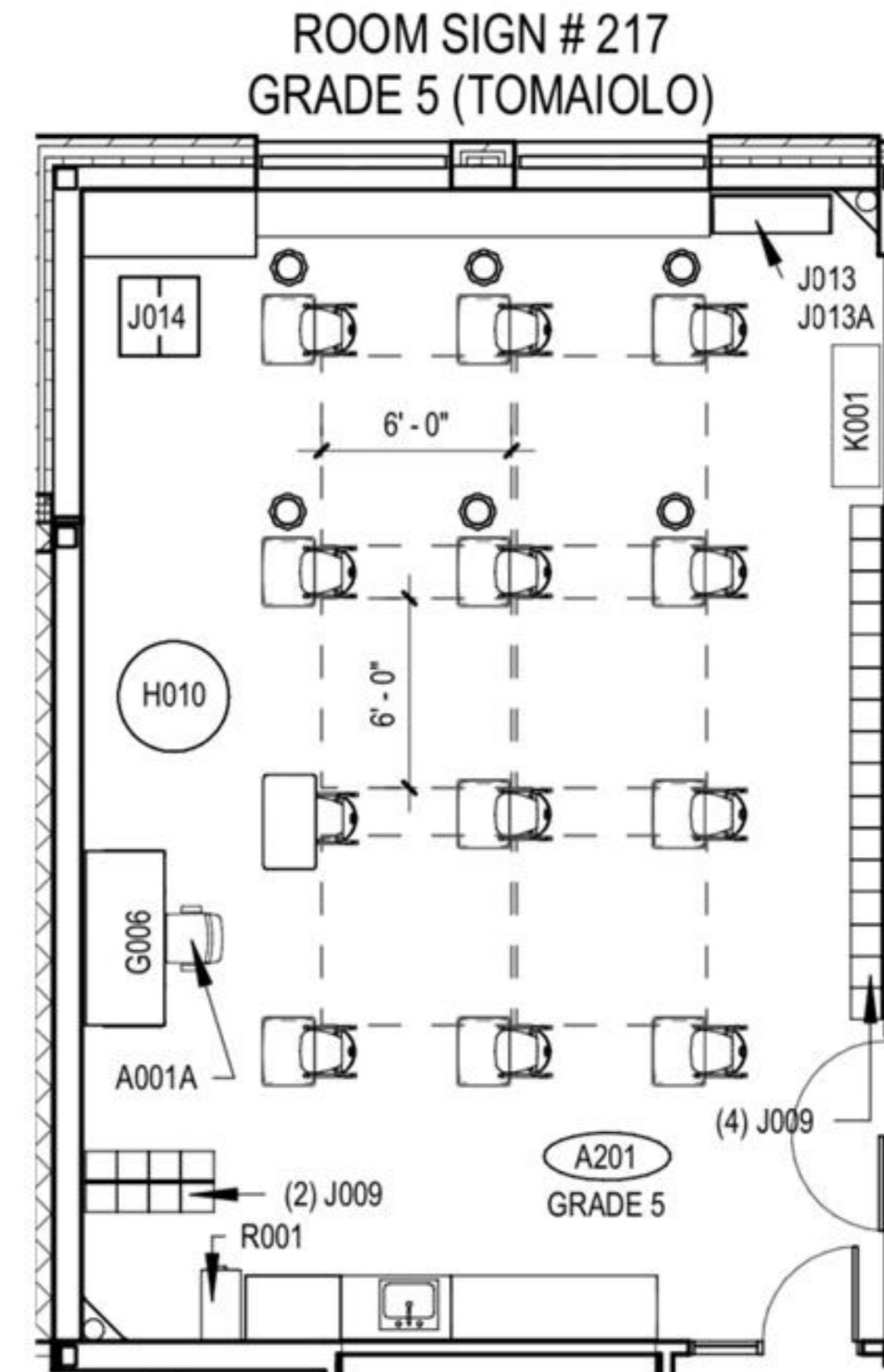
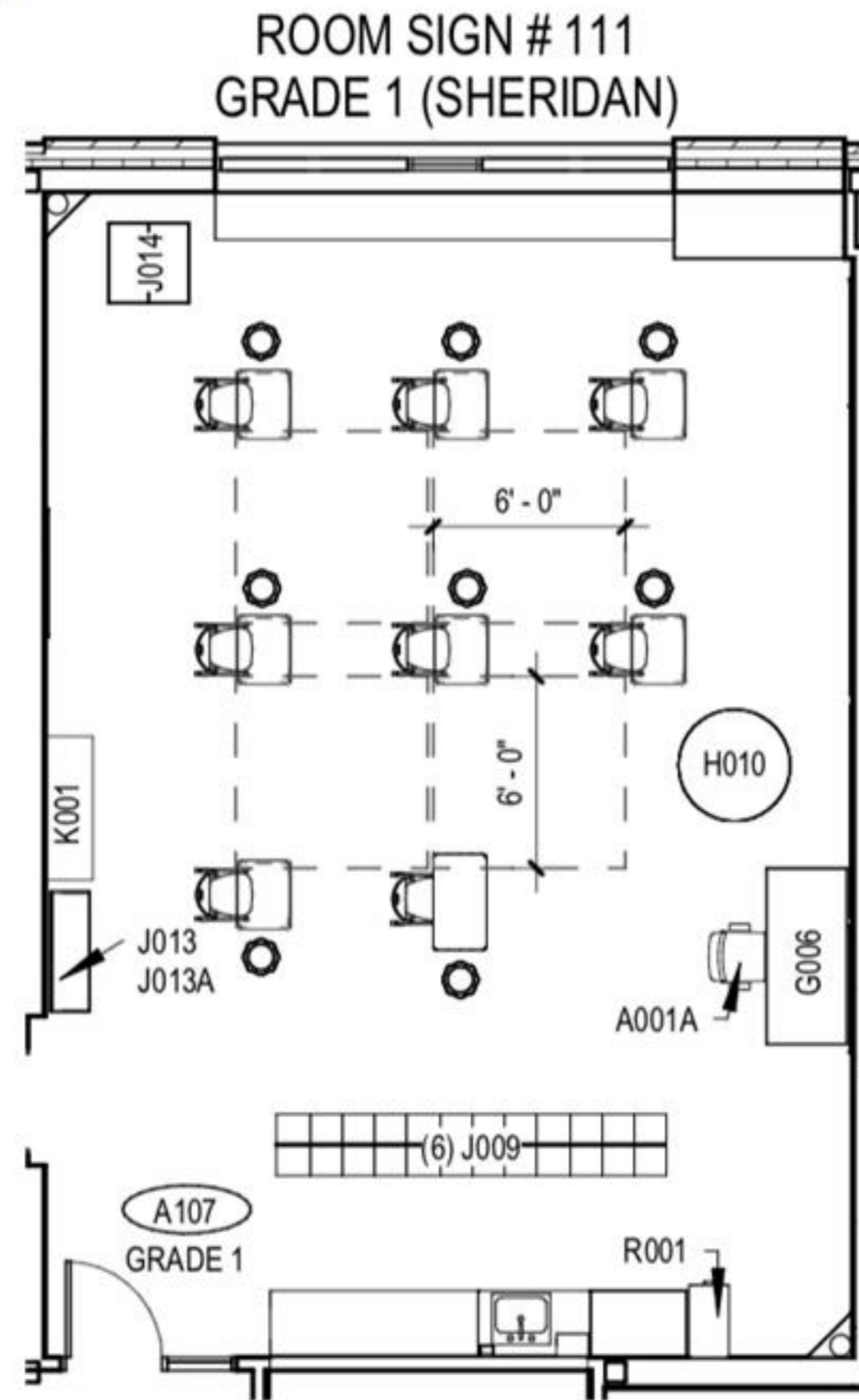
Day 3: HOME

Day 4: SCHOOL

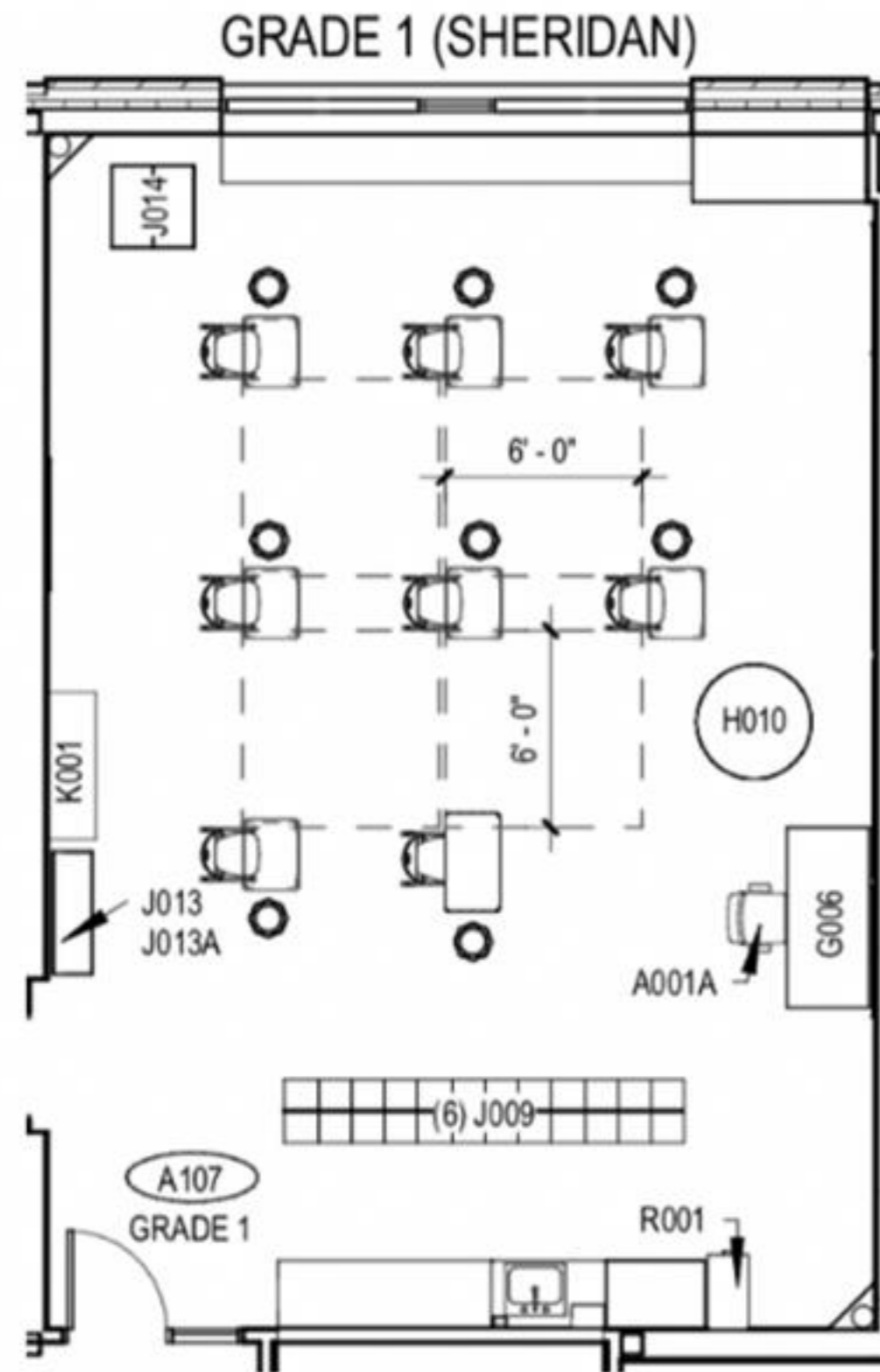
Day 5: SCHOOL

Example Classroom Floorplans - Hybrid

6' spacing



MMES Gr. 1 Hybrid Classroom



EES K Hybrid Classroom



Daily Schedule Example

8:05-8:30	Students Begin Arriving to Campus/Class
8:30	All students expected to be in class or on Zoom and ready to learn
8:30-8:40	Morning Meeting/SEL Instruction via Zoom
8:40-9:40	MATH - Modified Lesson Plan Structure
	<i>*see sample lesson plan structure</i>
9:40-10:00	OUTDOOR (or gymnasium) Mask Break (Minimum 6' social distance)
9:40-11:00	ELA - Following Same format/structure as MATH
	<i>*minimum 2 scheduled mask breaks at desks</i>
11:00-11:22	LUNCH - In Classroom or Outdoors - <i>no masks & 6' Social distance</i>
11:22-11:45	RECESS - In Classroom or Outdoors - <i>no masks & 6' Social distance</i>
11:45-12:30	ART - Specialists: zoom into classrooms from their teaching space
	<i>*minimum 1 scheduled mask break at desks</i>
12:30-1:15	SCIENCE - Following Same format/structure as MATH
	<i>*minimum 2 scheduled mask breaks at desks</i>
1:15-2:00	SOCIAL STUDIES - Following Same format/structure as MATH
	<i>*minimum 2 scheduled mask breaks at desks</i>
2:00-2:30	TEACHER CHOICE TIME
	<i>*minimum 1 scheduled mask breaks at desks</i>
2:30-2:55	Prepare to dismiss - Staggered dismissal
	<i>denotes scheduled mask/technology breaks</i>

Modified Lesson Plan Example

8:40-8:55	MATH - Direct Instruction via Zoom
8:55-9:00	MATH - Mask Break at desks (Minimum 6' social distance)
9:00-9:20	MATH - All students complete independent practice work - teacher to check in via ZOOM ROOM or in-person
9:20-9:30	MATH - Students and Teacher Review work as a whole class or in breakout rooms
9:30-9:35	MATH - Teacher Assigns any at-home work or practice
9:35-9:40	MATH - Mask Break at desks (Minimum 6' social distance)

Hybrid Safety Protocol Implications

Maintaining Cohort Integrity Requires Adherence to local and DESE Safety Guidelines

- Students will need to stay in desks and 6' apart at all times
- Masks must be worn by all throughout the day - breaks will impact instructional time
- Students will all need to face the same direction - face-to-face interaction will be limited
- Students will remain in their own classroom for the entire day – with scheduled breaks
- Community gatherings (whole class, grade, school, etc.) cannot occur
- Small-group instruction and intervention will be substantially limited
- Students will not be able to share resources/materials/collaborate
 - *Materials will need to be transported to and from school each week/day*
- Teaching and reinforcing safety protocols will impinge on instructional and break time
- Movement breaks will be challenging within the classroom
- Restroom logistics
- Bus safety protocols present many challenges – financial, logistical, social

Hybrid Model Benefits

- Small cohorts of 7-12 students per classroom
- Students will experience a modified, in-person school day twice per week
- Staff and students will be able to develop in-person relationships
 - Although limited and socially distanced, students will be able to interact in-person with staff and peers twice per week
- In-person counseling and check-ins can take place
- Health/nursing services can take place
- Materials can be sent home each week with the students

Hybrid Model Challenges

- Limited Peer-to-Peer Interaction
 - Cooperative learning and collaboration will be limited
 - Sharing materials, manipulatives, sensory tools, etc. cannot happen
- Peer and teacher interaction will be limited by the 6' social distance guideline
- Desks in rows – limited in-person options for peer-to-peer collaboration and flexible workspaces
- Students will remain in classroom for most of the day
- Monitoring masks, sanitizing, and handwashing will impinge on instructional time
- Movement/Gross Motor Activities will be limited
- Differentiated Instruction/small group work will be limited
- Behavior management and engagement will be a challenge
- No communal gathering spaces
- Masks will hinder communication and may impact instructions (reading/phonics)
- Materials will have to be transported to/from school each day

Staffing and Finances

HYBRID

Hiring

- Long-term Substitutes (LOAs)
- 4 full-time paraprofessionals at each building
- 3 bus monitors at each building
- Additional daily substitutes needed

Materials:

- Additional materials will need to be purchased (i.e.. science materials)

REMOTE

Hiring

- No additional staff needed

Materials:

- Additional materials will need to be purchased (i.e. science materials)

Full In-Person Return Study

MERSD Reentry Plan Overview – Working Draft

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	<ul style="list-style-type: none"> 4.5’ Social Distancing Masks required Grades 2-5 / Strongly recommended K-1 (<i>policy pending</i>) Limited movement in classroom and throughout building Recess will be provided in a modified format pending DPH guidance. Lunch will take place in classroom Drop off will be staggered by alphabet from and students will go directly to their classrooms. Students will be dismissed from their classrooms using a staggered schedule as well. 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 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 <i>Financial Implications of Return Models</i> 	<ul style="list-style-type: none"> 3-4.5’ Social Distancing Masks required Grades 6-12 Limited movement in classroom and throughout building Lunch will take place in classroom 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 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 <i>Financial Implications of Return Models</i> 	<ul style="list-style-type: none"> 3’ Social Distancing Masks required Grades 6-12 Limited movement in classroom and throughout building Lunch will take place in classroom Classroom organization and alternative spaces may need to be reconfigured to match larger classes to rooms with greater square footage. Masks required Grades 6-12
Program	<p>Elementary will follow typical course of studies:</p> <ul style="list-style-type: none"> 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. 	<p>Program cannot be delivered under full in-person; returning to full in-person requires a hybrid model (see below.)</p>	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Heterogeneous courses Focus on teaching core subjects Easier to manage at grades 9 and 10 more

MERSD Reentry Plan Overview – Working Draft

	<p>Specials will be offered:</p> <ul style="list-style-type: none"> ▪ 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). 		<p>limitations on grades 11 and 12</p> <ul style="list-style-type: none"> • Lack of access to specialized courses and AP program (program may need to be offered online) • <i>Lack of access to specialized art, music and other elective programs – there may be restrictions</i> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ English 9, 10, 11, 12 ○ SS 9, 10, 11, 12 ○ Science 9, 10, 11, 12 ○ Spanish 9, 10, 11, 12 ○ French 9, 10, 11, 12***
<p>Sample Schedules</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) – does not meet guidelines 	<ul style="list-style-type: none"> • 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.

MERSD Reentry Plan Overview – Working Draft

	using a staggered schedule as well.		<ul style="list-style-type: none"> • 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
Transportation	<p>Distancing Guidance</p> <ul style="list-style-type: none"> • 1 Student per bench 2 if same household <p>Anticipate Double Runs / Staggered Start</p> <ul style="list-style-type: none"> ▪ Approx. 90 mins total for transporting all elem. students 	<p>Distancing Guidance – Impact Under Review</p> <p>Anticipate Double Runs / Staggered Start</p> <ul style="list-style-type: none"> ▪ Approx. 90 mins total for transporting all elem. students 	<p>Distancing Guidance – Impact under review</p> <p>Anticipate Double Runs / Staggered Start</p> <ul style="list-style-type: none"> ▪ Approx. 90 mins total for transporting all elem. students
Student Activities & After School	MERSD after/before programs will not be offered at this time.	TBD MIAA Determination Pending	TBD MIAA Determination Pending

MERSD Reentry Plan Overview – Working Draft

High School Schedule Models

Daily Student Schedule: Full In-Person with Internal 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
 - French 9, 10, 11, 12***

Internal Hybrid: Students divided into two cohorts 50% in class / 50% assigned to overflow space within the building (ex. cafeteria) in groups of 50-60 students to participate remotely.

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

MERSD Reentry Plan Overview – Working Draft

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

Elementary

		Classroom Square Footage Needed					
		<i>Majority of Classrooms between 880 - 950 sq. ft.</i>					
		Class size	3 FEET	4 FEET	4.5 FEET	5 FEET	6 FEET
Essex	GRADE K	16	484	676	784	900	1296
	GRADE 1	21	635	887	1029	1181	1701
	GRADE 2	17	514	718	833	956	1377
	GRADE 3	20	605	845	980	1125	1620
	GRADE 4	15.5	469	655	760	872	1256
	GRADE 5	18	545	761	882	1013	1458
Memorial	GRADE K	15.5	469	655	760	872	1256
	GRADE 1	14.7	445	621	720	827	1191
	GRADE 2	14	424	592	686	788	1134
	GRADE 3	15.3	463	646	750	861	1239
	GRADE 4	21	635	887	1029	1181	1701
	GRADE 5	22.5	681	951	1103	1266	1823

- EES & Memorial can accommodate all students for in-person instruction with 4.5 feet 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
- This model is enrollment dependent (1) Will not be able to add school choice (2) Unanticipated surge in enrollment could create space concerns

Middle School

		Classroom Square Footage Needed <i>15 classrooms avg. 750 sq. ft.</i>					
		Class size	3 FEET	4 FEET	4.5 FEET	5 FEET	6 FEET
Middle A	Grade 6	22	666	930	1078	1238	1782
	Grade 7	27	817	1141	1323	1519	2187
	Grade 8	24	726	1014	1176	1350	1944
Middle B	Grade 6	11	333	465	539	619	891
	Grade 7	13.5	408	570	662	759	1094
	Grade 8	12	363	507	588	675	972

The MS has a space problem

Under Middle A Model

- Can accommodate all 6th/8th grade students in traditional configuration at 3ft SD
- Grade 7 would need to be subdivided into A/B groups and require alternate classrooms (5)

Under Middle B Model

- Can accommodate all students using 4.5 SD and alternative spaces
- 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

High School

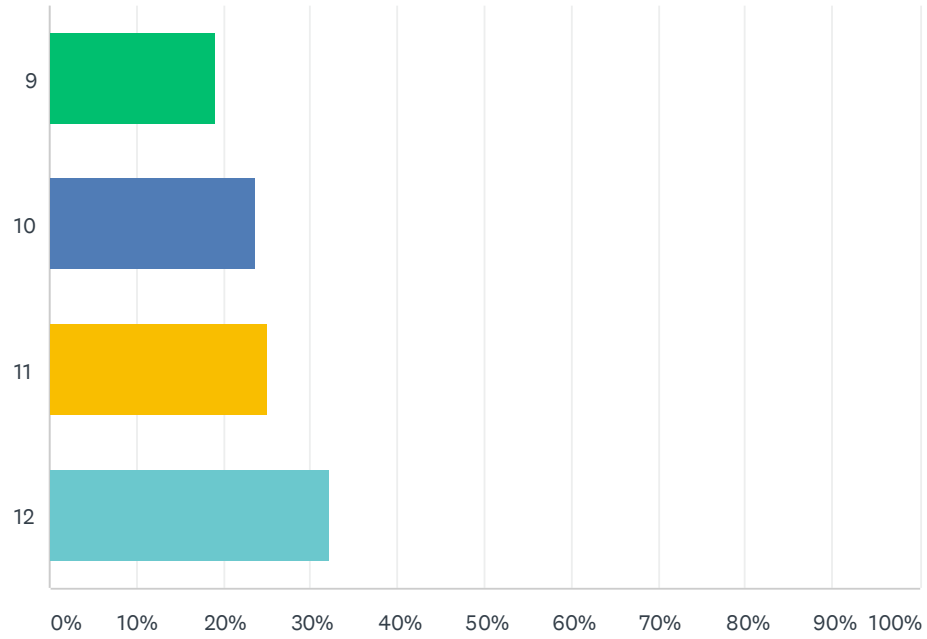
		Classroom Square Footage Needed					
		<i>26 classrooms avg. 750 sq. ft.</i>					
		Class size	3 FEET	4 FEET	4.5 FEET	5 FEET	6 FEET
HS	Class Size	22	666	930	1078	1238	1782
	Class Size	20	605	845	980	1125	1620
	Class Size	18	545	761	882	1013	1458

- Can physically accommodate all students at 3' SD
- 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

Additional Documents

Q1 What grade will your child be in this fall?

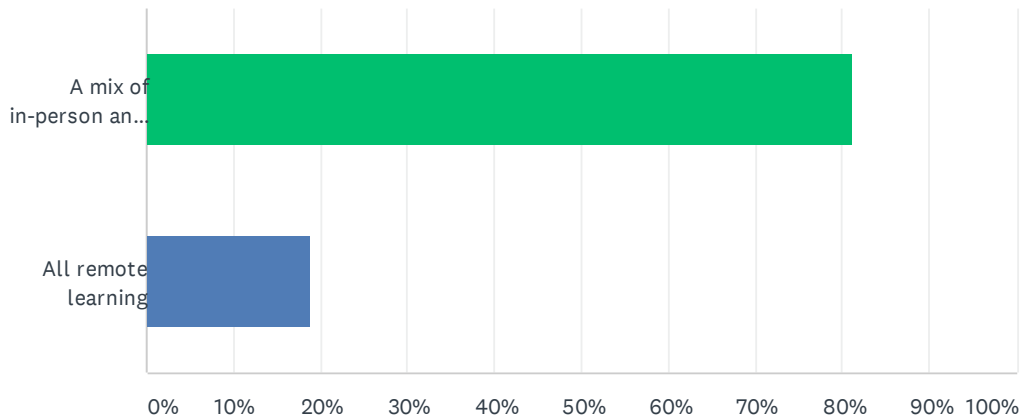
Answered: 367 Skipped: 0



ANSWER CHOICES	RESPONSES	
9	19.07%	70
10	23.71%	87
11	25.07%	92
12	32.15%	118
TOTAL		367

Q2 If social distancing guidelines are met and safety precautions are satisfied, what is your preference for returning to school in the fall?

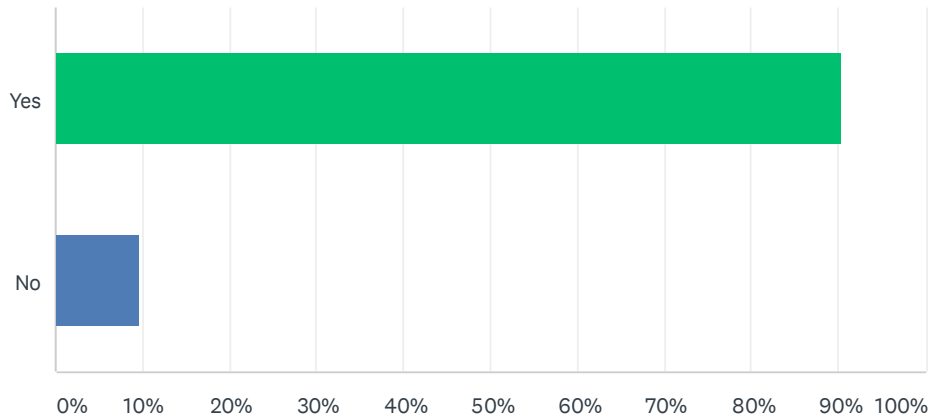
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ANSWER CHOICES	RESPONSES	
A mix of in-person and remote learning (hybrid)	81.20%	298
All remote learning	18.80%	69
TOTAL		367

Q3 If school opens fully in a hybrid model (part-time remote/part-time in-person) and all state and local safety guidelines are in place, would you send your child to school?

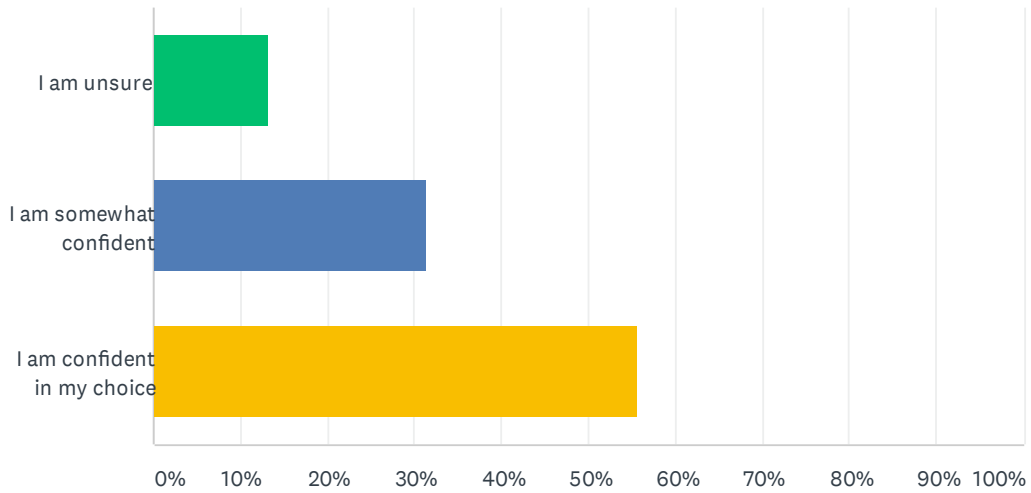
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ANSWER CHOICES	RESPONSES	
Yes	90.41%	330
No	9.59%	35
TOTAL		365

Q4 How sure are you about this decision?

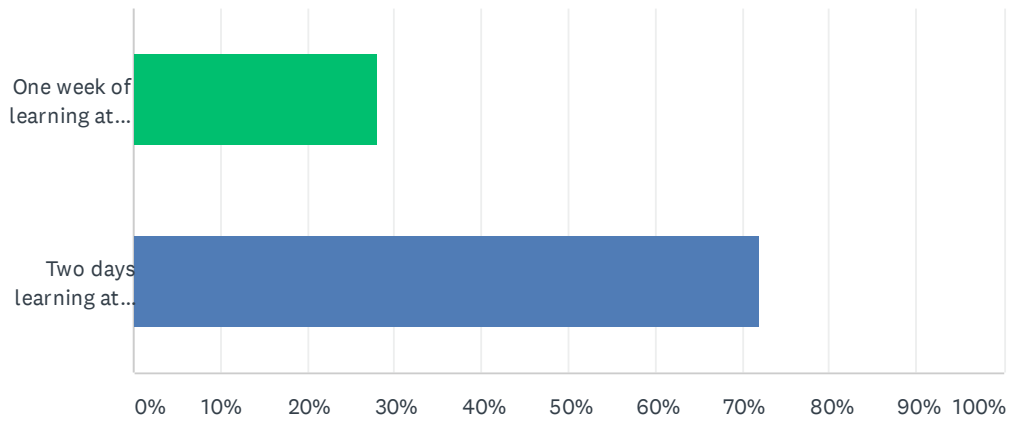
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ANSWER CHOICES	RESPONSES	
I am unsure	13.08%	48
I am somewhat confident	31.34%	115
I am confident in my choice	55.59%	204
TOTAL		367

Q6 If we were to use the hybrid model, which of the following would you prefer?

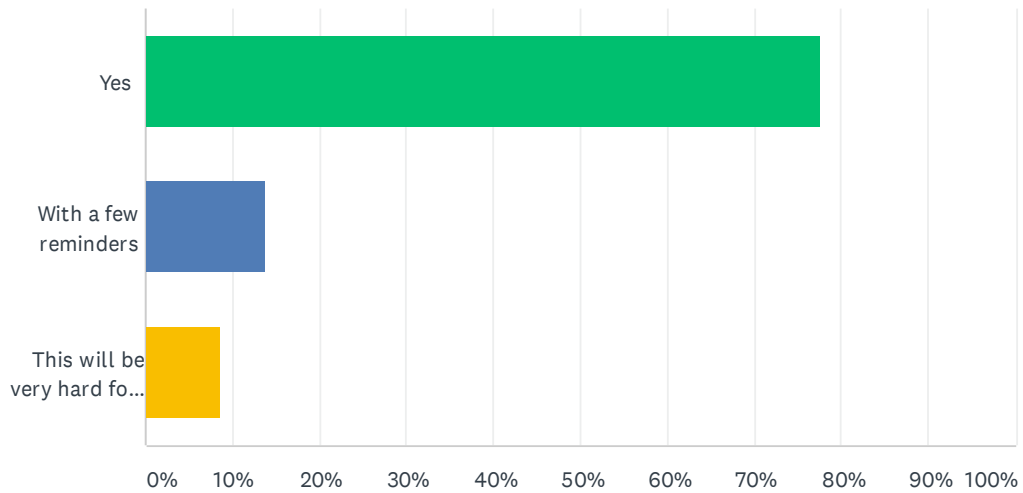
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ANSWER CHOICES	RESPONSES	
One week of learning at school and one week learning at home (a week in/a week out)	28.13%	101
Two days learning at school and three days learning at home each week (all students will be learning remotely one day per week)	71.87%	258
TOTAL		359

Q7 Do you think your child will be able to wear a mask, with some breaks for the school day (6 hours).

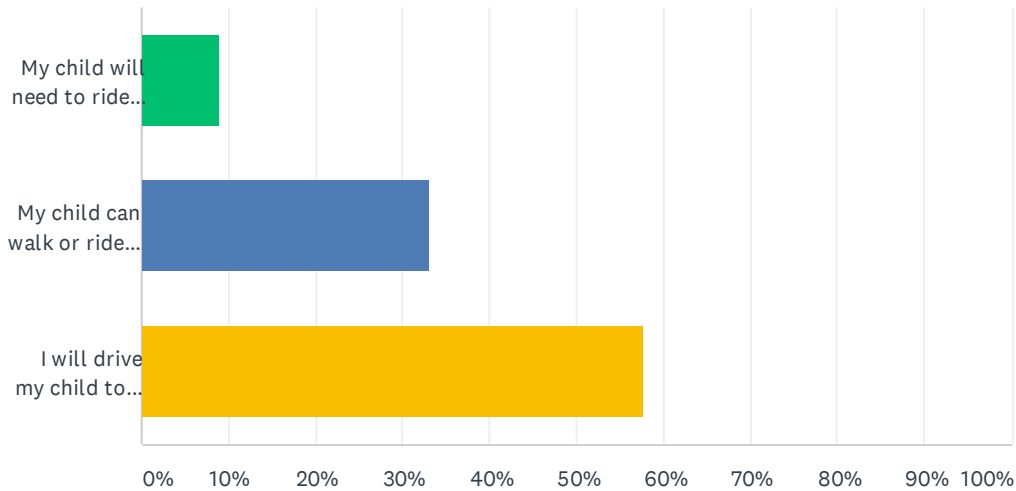
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ANSWER CHOICES	RESPONSES	
Yes	77.69%	282
With a few reminders	13.77%	50
This will be very hard for my child	8.54%	31
TOTAL		363

Q8 A major challenge we foresee is a capacity of 50% or less on the school bus. If you plan to send your child, what needs do you have regarding transportation?

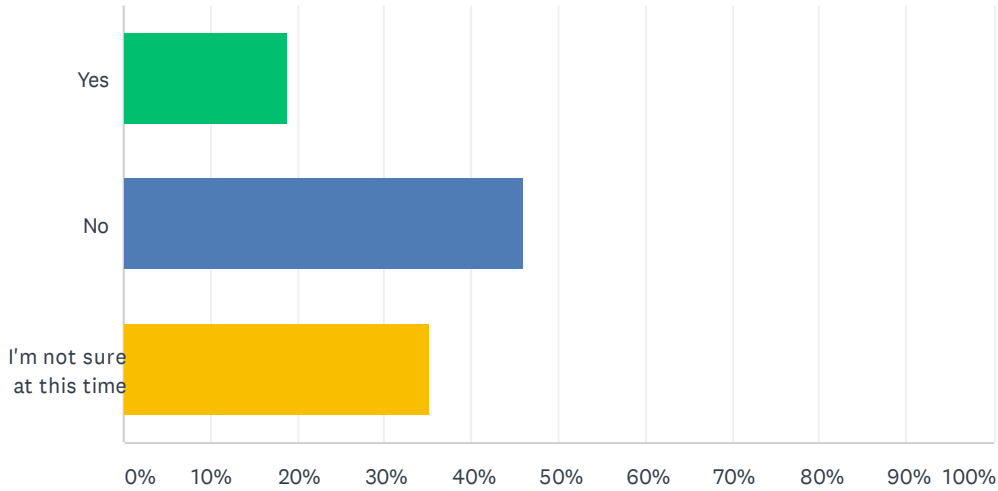
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ANSWER CHOICES	RESPONSES	
My child will need to ride the school bus	9.04%	33
My child can walk or ride a bike	33.15%	121
I will drive my child to school	57.81%	211
TOTAL		365

Q9 We expect that the food service program will provide a prepared and packaged lunch. If you plan to send your child, would your child participate in the school lunch program given these changes?

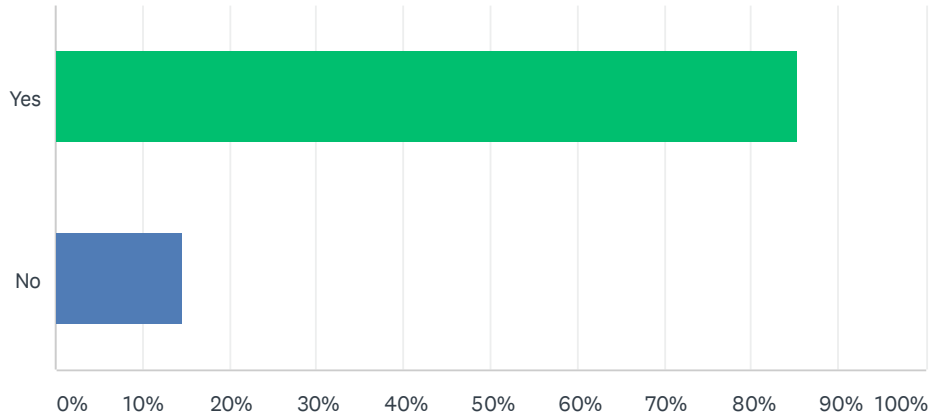
Answered: 365 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	18.90%	69
No	46.03%	168
I'm not sure at this time	35.07%	128
TOTAL		365

Q10 If we are to use the hybrid model or an all-remote model, do you have an adequate child care option?

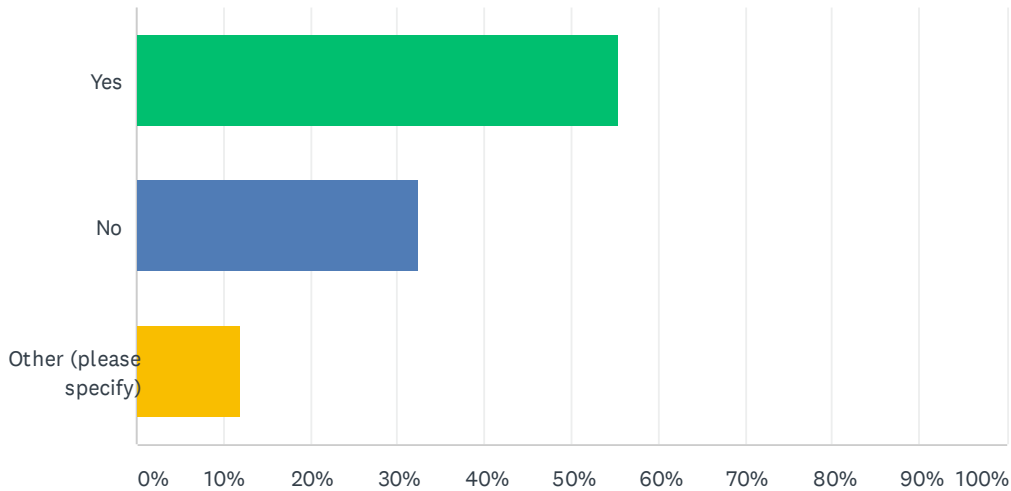
Answered: 363 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	85.40%	310
No	14.60%	53
TOTAL		363

Q11 At this time a determination has not made as to whether or not there will be a fall sports season. If there are fall sports, would your child participate?

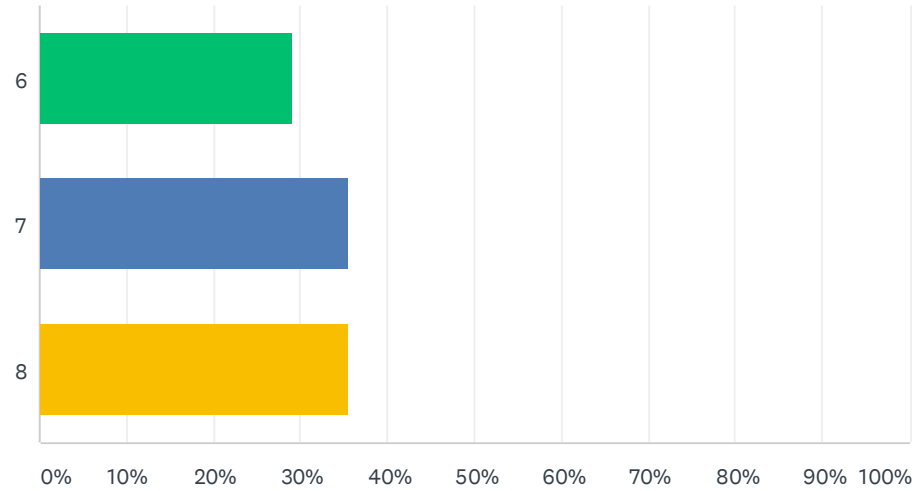
Answered: 366 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	55.46%	203
No	32.51%	119
Other (please specify)	12.02%	44
TOTAL		366

Q1 What grade will your child be in this fall?

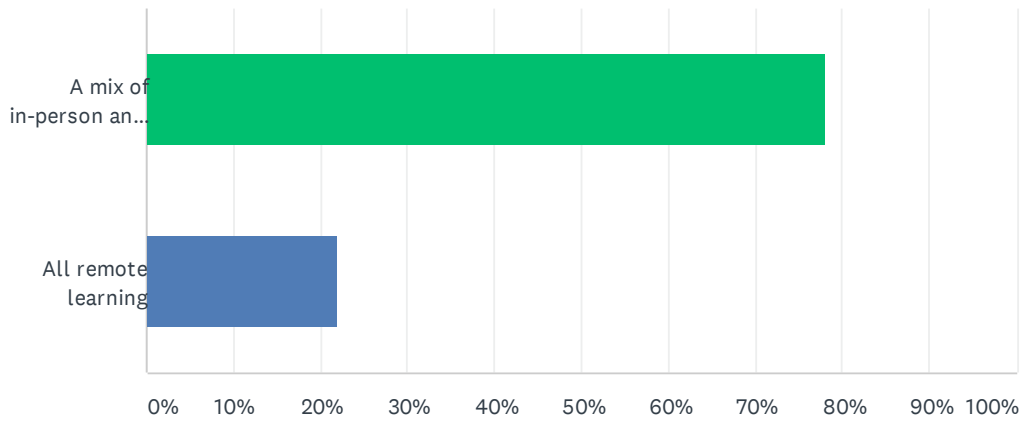
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ANSWER CHOICES	RESPONSES	
6	29.01%	103
7	35.49%	126
8	35.49%	126
TOTAL		355

Q2 If social distancing guidelines are met and safety precautions are satisfied, what is your preference for returning to school in the fall?

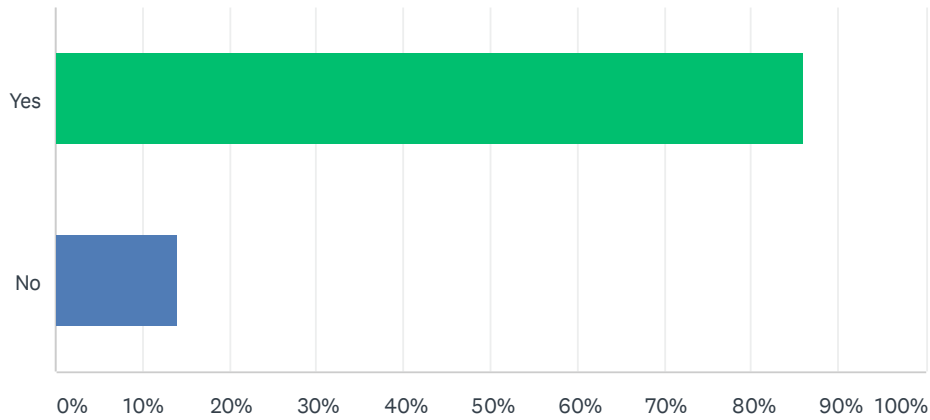
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ANSWER CHOICES	RESPONSES	
A mix of in-person and remote learning (hybrid)	77.97%	276
All remote learning	22.03%	78
TOTAL		354

Q3 If school opens fully in a hybrid model (part-time remote/part-time in-person) and all state and local safety guidelines are in place, would you send your child to school?

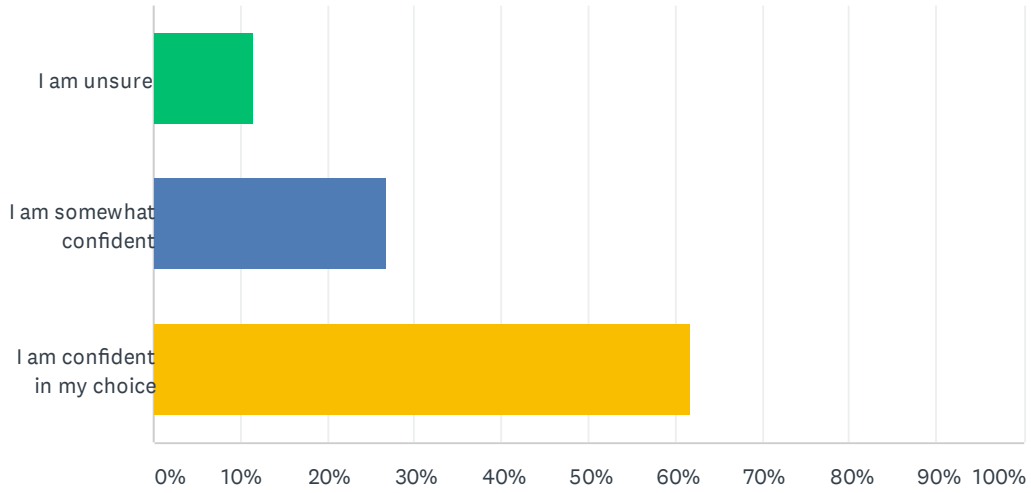
Answered: 355 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	85.92%	305
No	14.08%	50
TOTAL		355

Q4 How sure are you about this decision?

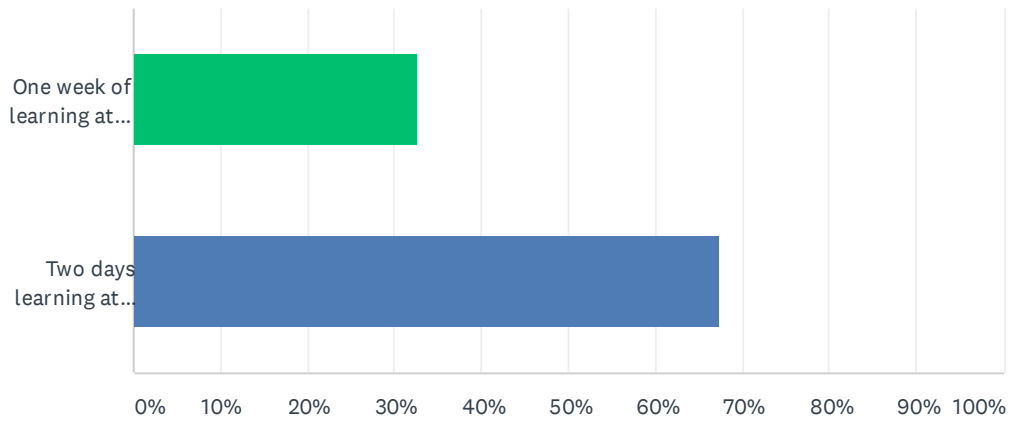
Answered: 355 Skipped: 0



ANSWER CHOICES	RESPONSES	
I am unsure	11.55%	41
I am somewhat confident	26.76%	95
I am confident in my choice	61.69%	219
TOTAL		355

Q6 If we were to use the hybrid model, which of the following would you prefer?

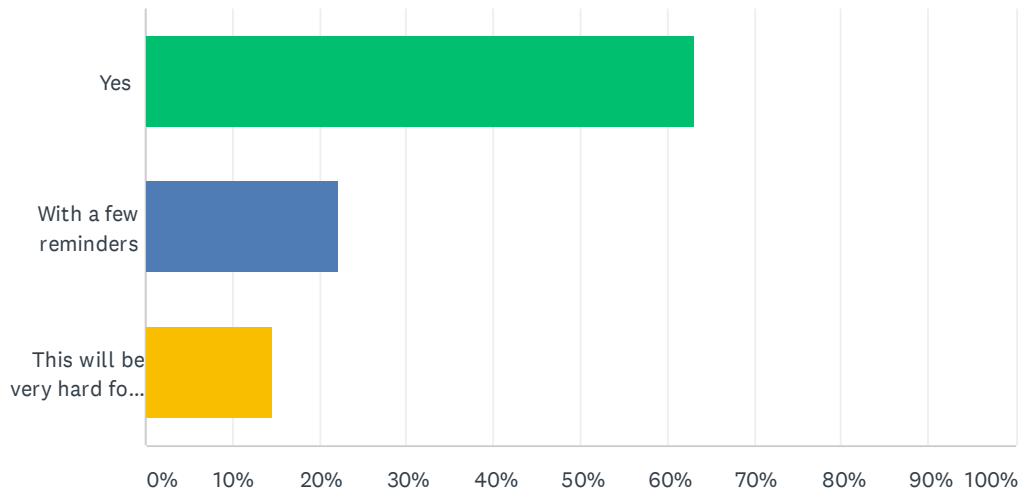
Answered: 349 Skipped: 6



ANSWER CHOICES	RESPONSES	
One week of learning at school and one week learning at home (a week in/a week out)	32.66%	114
Two days learning at school and three days learning at home each week (all students will be learning remotely one day per week)	67.34%	235
TOTAL		349

Q7 Do you think your child will be able to wear a mask, with some breaks for the school day (6 hours)

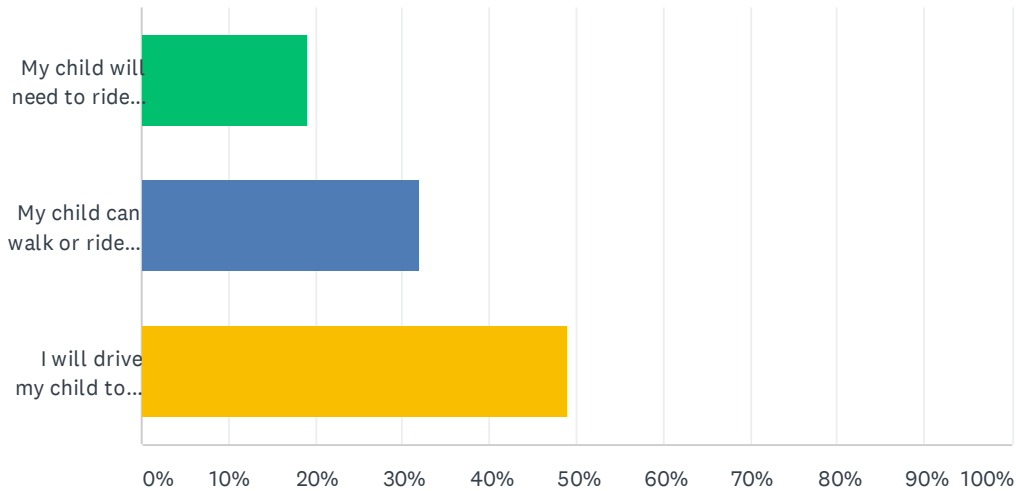
Answered: 353 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	63.17%	223
With a few reminders	22.10%	78
This will be very hard for my child	14.73%	52
TOTAL		353

Q8 A major challenge we foresee is a capacity of 50% or less on the school bus. If you plan to send your child, what needs do you have regarding transportation?

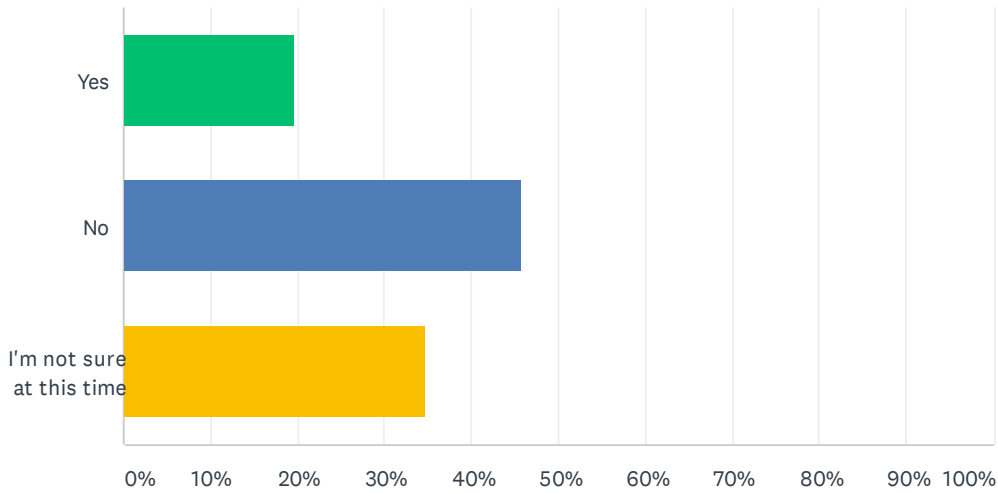
Answered: 351 Skipped: 4



ANSWER CHOICES	RESPONSES	
My child will need to ride the school bus	19.09%	67
My child can walk or ride a bike	31.91%	112
I will drive my child to school	49.00%	172
TOTAL		351

Q9 We expect that the food service program will be prepared and packaged. If you plan to send your child, would your child participate in the school lunch program given these changes?

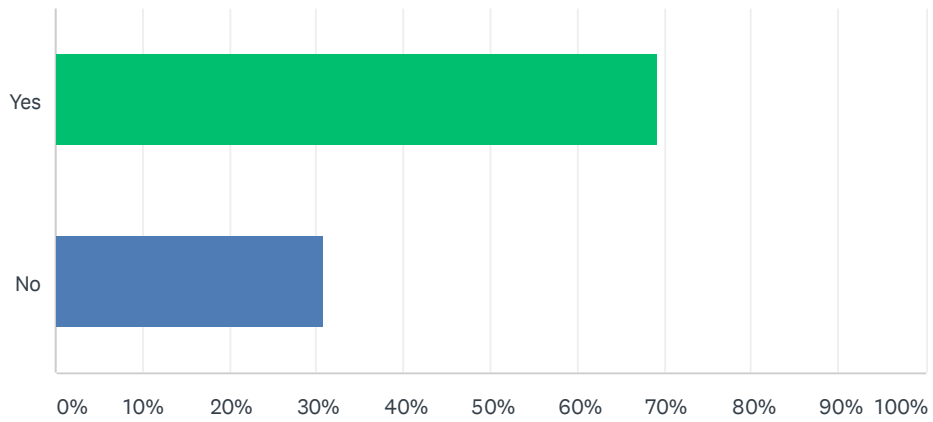
Answered: 352 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	19.60%	69
No	45.74%	161
I'm not sure at this time	34.66%	122
TOTAL		352

Q10 If we are to use the hybrid model or an all-remote model, do you have an adequate child care option?

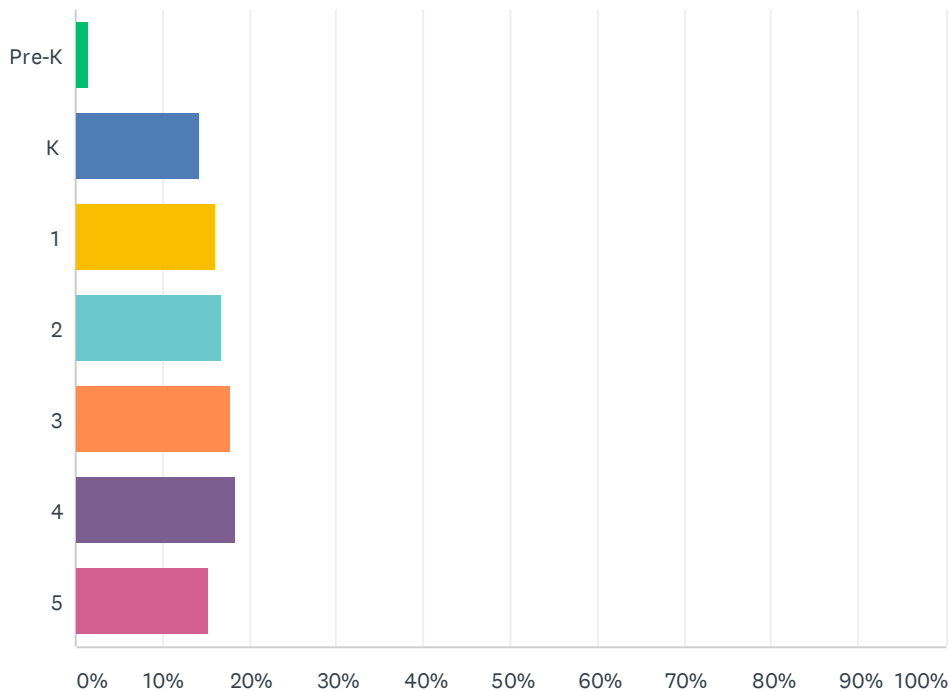
Answered: 350 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	69.14%	242
No	30.86%	108
TOTAL		350

Q1 What grade will your child be in this fall?

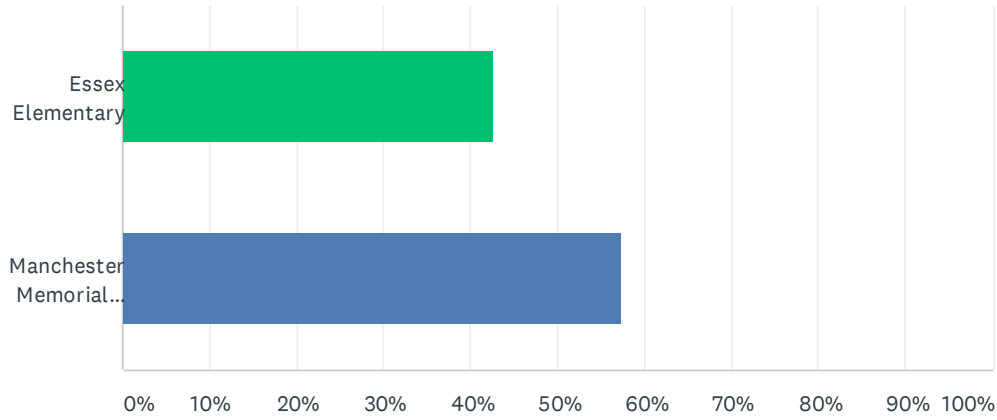
Answered: 414 Skipped: 1



ANSWER CHOICES	RESPONSES	
Pre-K	1.45%	6
K	14.25%	59
1	16.18%	67
2	16.67%	69
3	17.87%	74
4	18.36%	76
5	15.22%	63
TOTAL		414

Q2 Which school does your child attend?

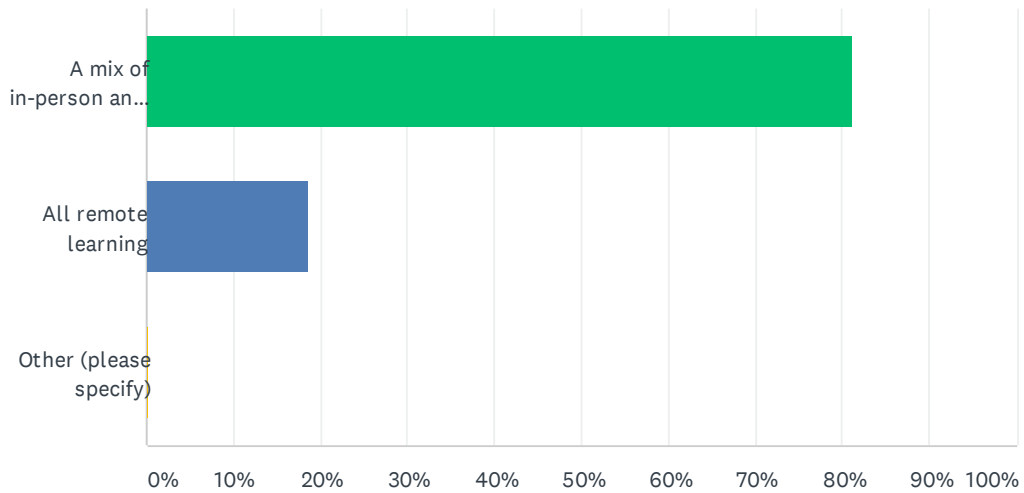
Answered: 414 Skipped: 1



ANSWER CHOICES	RESPONSES	
Essex Elementary	42.75%	177
Manchester Memorial Elementary School	57.25%	237
TOTAL		414

Q3 If social distancing guidelines are met and safety precautions are satisfied, what is your preference for returning to school in the fall?

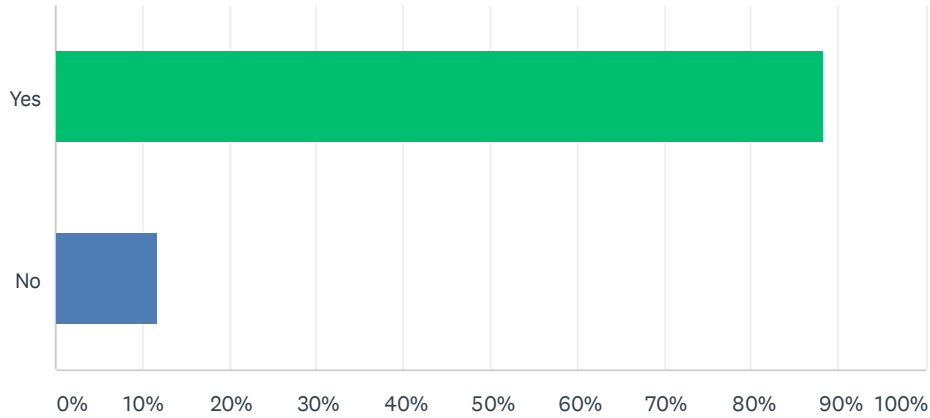
Answered: 412 Skipped: 3



ANSWER CHOICES	RESPONSES	
A mix of in-person and remote learning (hybrid)	81.07%	334
All remote learning	18.69%	77
Other (please specify)	0.24%	1
TOTAL		412

Q4 If school opens fully in a hybrid model (part-time remote/part-time in-person) and all state and local safety guidelines are in place, would you send your child to school?

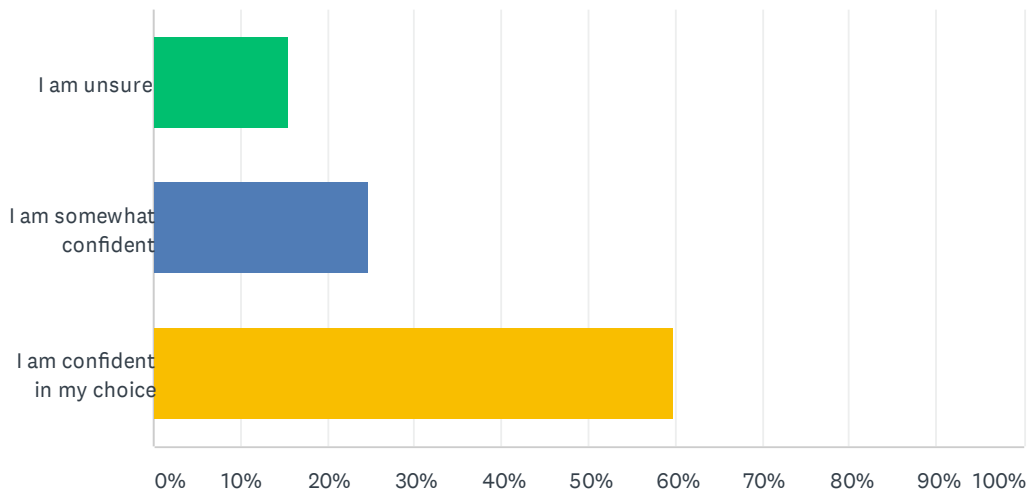
Answered: 412 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	88.35%	364
No	11.65%	48
TOTAL		412

Q5 How sure are you about this decision?

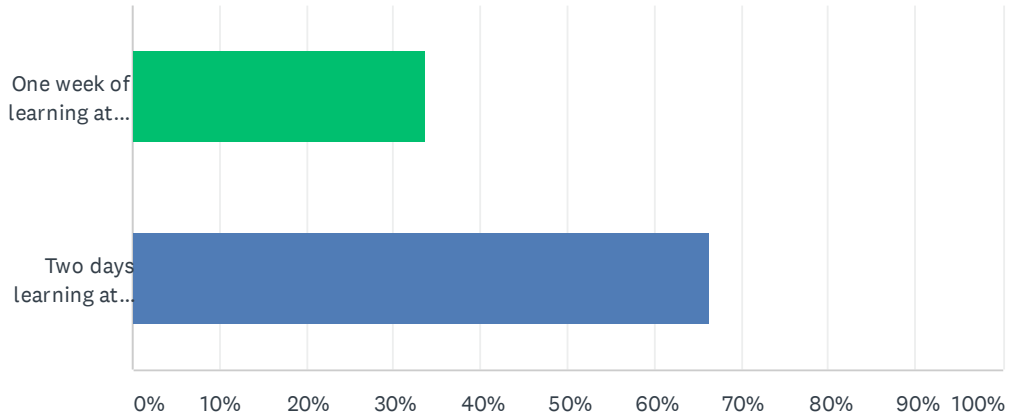
Answered: 414 Skipped: 1



ANSWER CHOICES	RESPONSES	
I am unsure	15.46%	64
I am somewhat confident	24.64%	102
I am confident in my choice	59.90%	248
TOTAL		414

Q7 If we were to use the hybrid model, which of the following would you prefer?

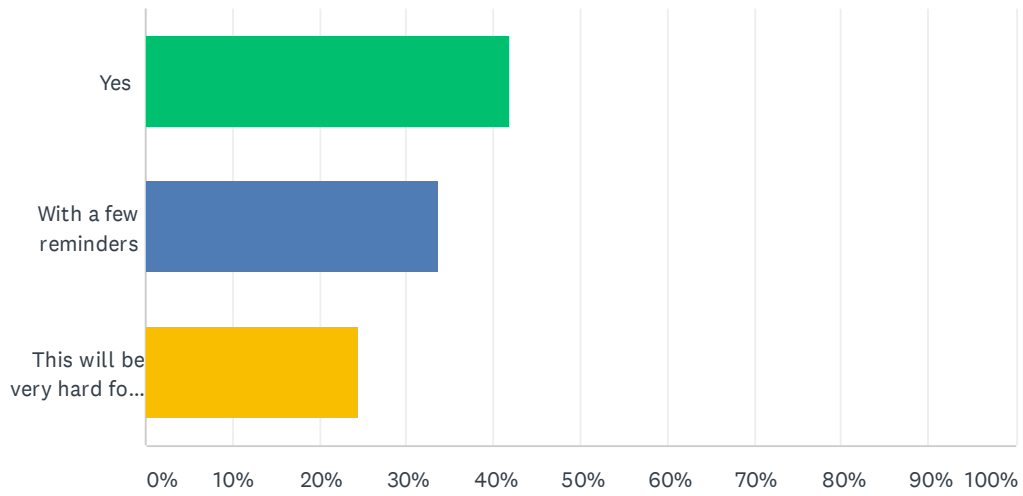
Answered: 406 Skipped: 9



ANSWER CHOICES	RESPONSES	
One week of learning at school and one week learning at home (a week in/a week out)	33.74%	137
Two days learning at school and three days learning at home each week (all students will be learning remotely one day per week)	66.26%	269
TOTAL		406

Q8 Do you think your child will be able to wear a mask, with some breaks for the school day (6 hours)

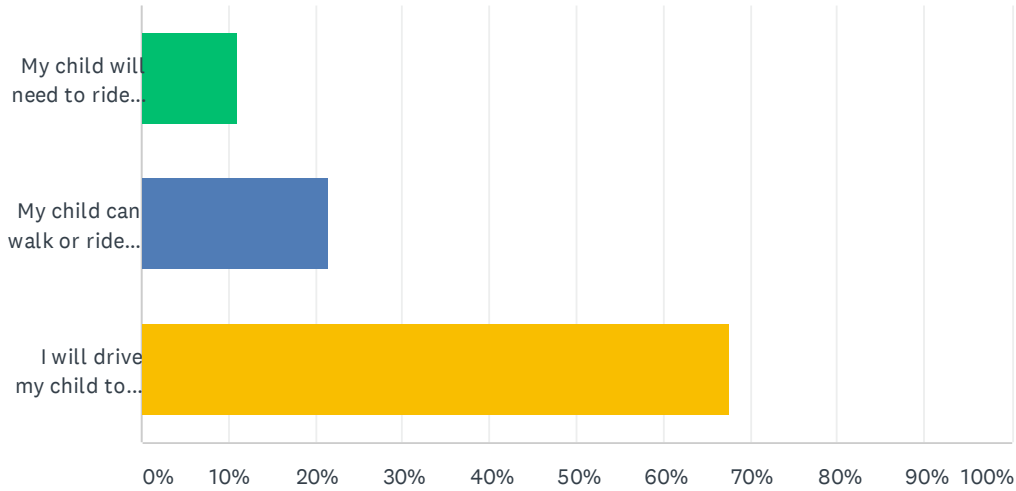
Answered: 408 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	41.91%	171
With a few reminders	33.58%	137
This will be very hard for my child	24.51%	100
TOTAL		408

Q9 A major challenge we foresee is a capacity of 50% or less on the school bus. If you plan to send your child, what needs do you have regarding transportation?

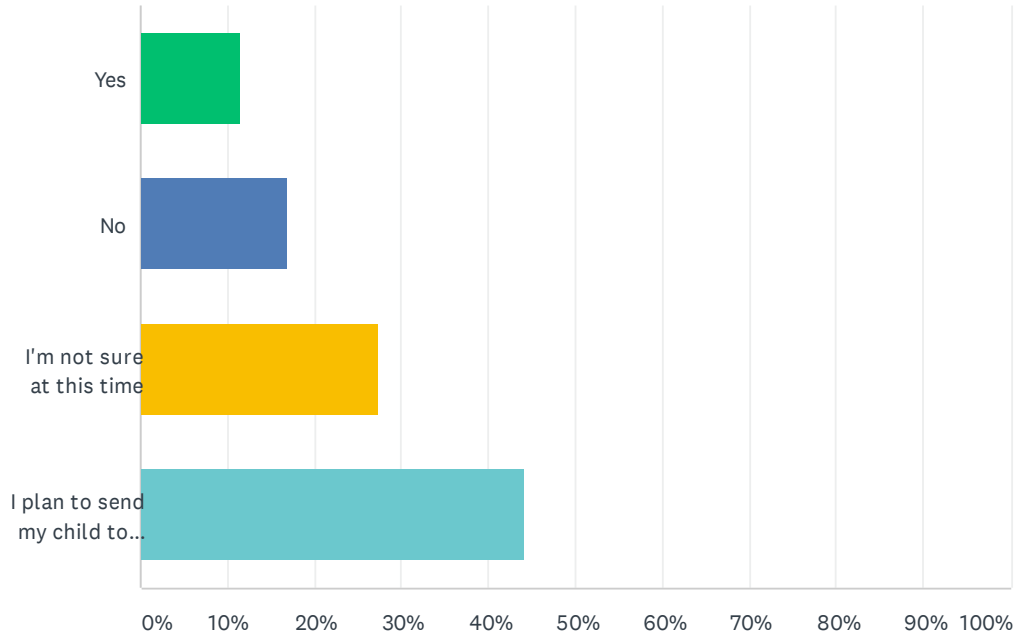
Answered: 409 Skipped: 6



ANSWER CHOICES	RESPONSES	
My child will need to ride the school bus	11.00%	45
My child can walk or ride a bike	21.52%	88
I will drive my child to school	67.48%	276
TOTAL		409

Q10 We expect that the food service program will be prepared and packaged. If you plan to send your child, would your child participate in the school lunch program given these changes?

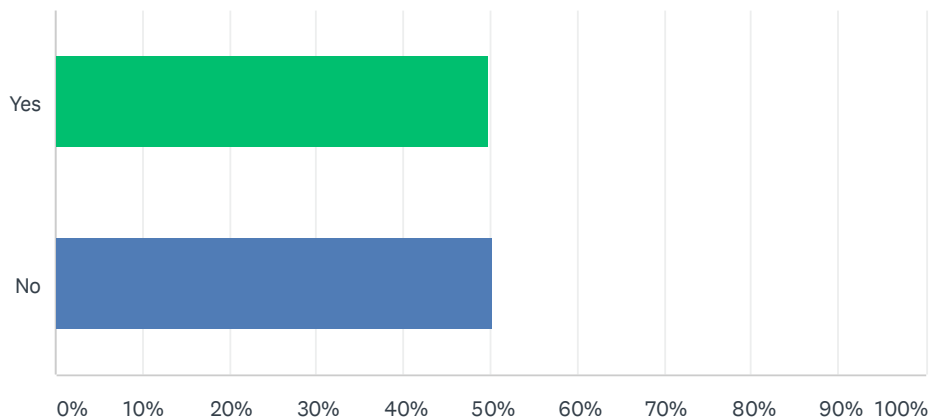
Answered: 411 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	11.44%	47
No	17.03%	70
I'm not sure at this time	27.49%	113
I plan to send my child to school with a lunch	44.04%	181
TOTAL		411

Q11 If we are to use the hybrid model or an all-remote model, would childcare be an issue for you?

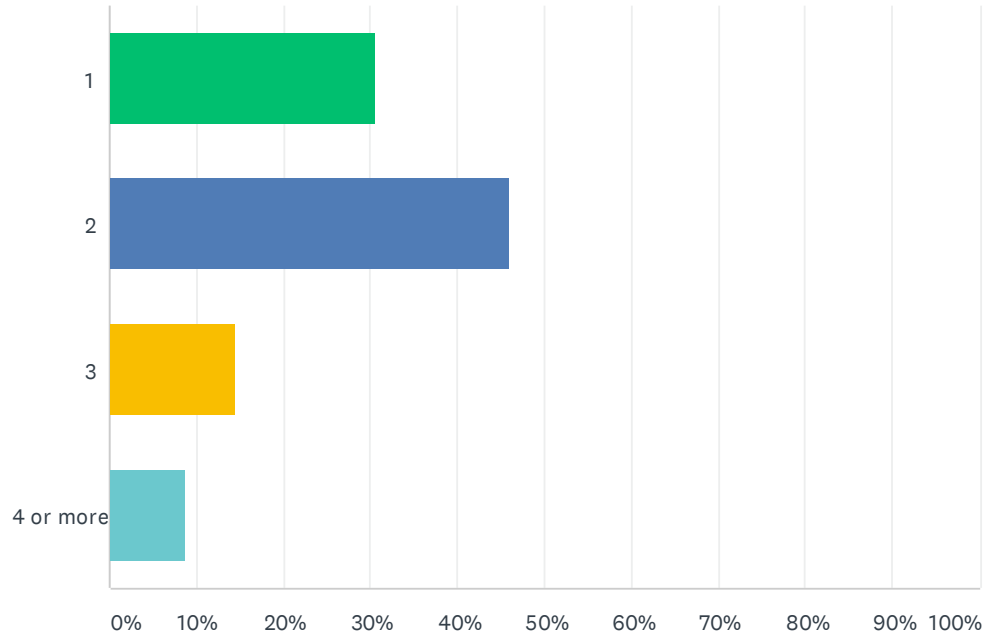
Answered: 409 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	49.88%	204
No	50.12%	205
TOTAL		409

Q1 How many school age children reside in your home?

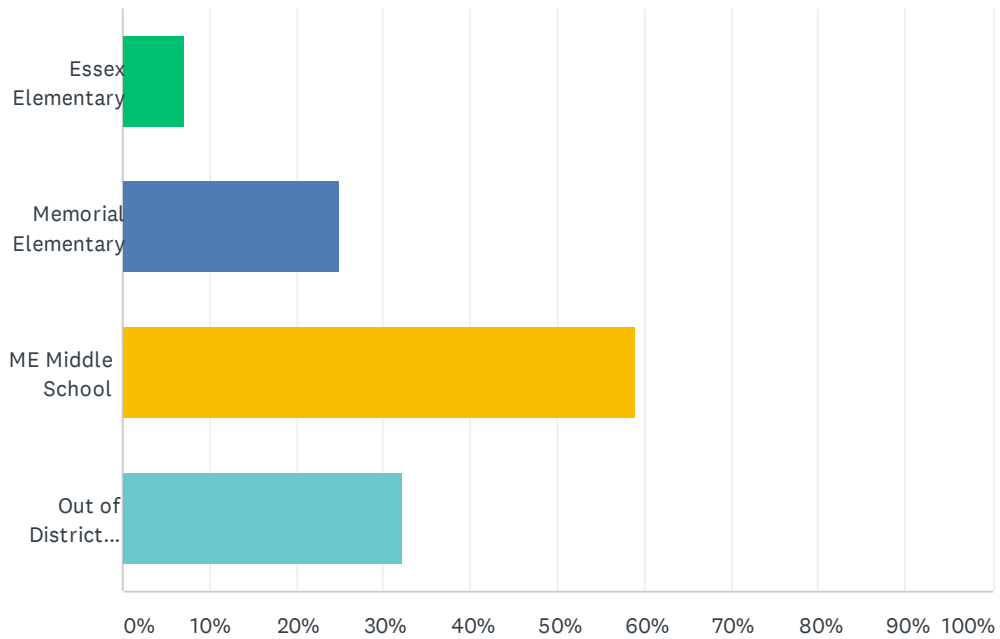
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	30.65%	38
2	45.97%	57
3	14.52%	18
4 or more	8.87%	11
Total Respondents: 124		

Q2 Do you have children who attend other schools in the District? Check all that apply:

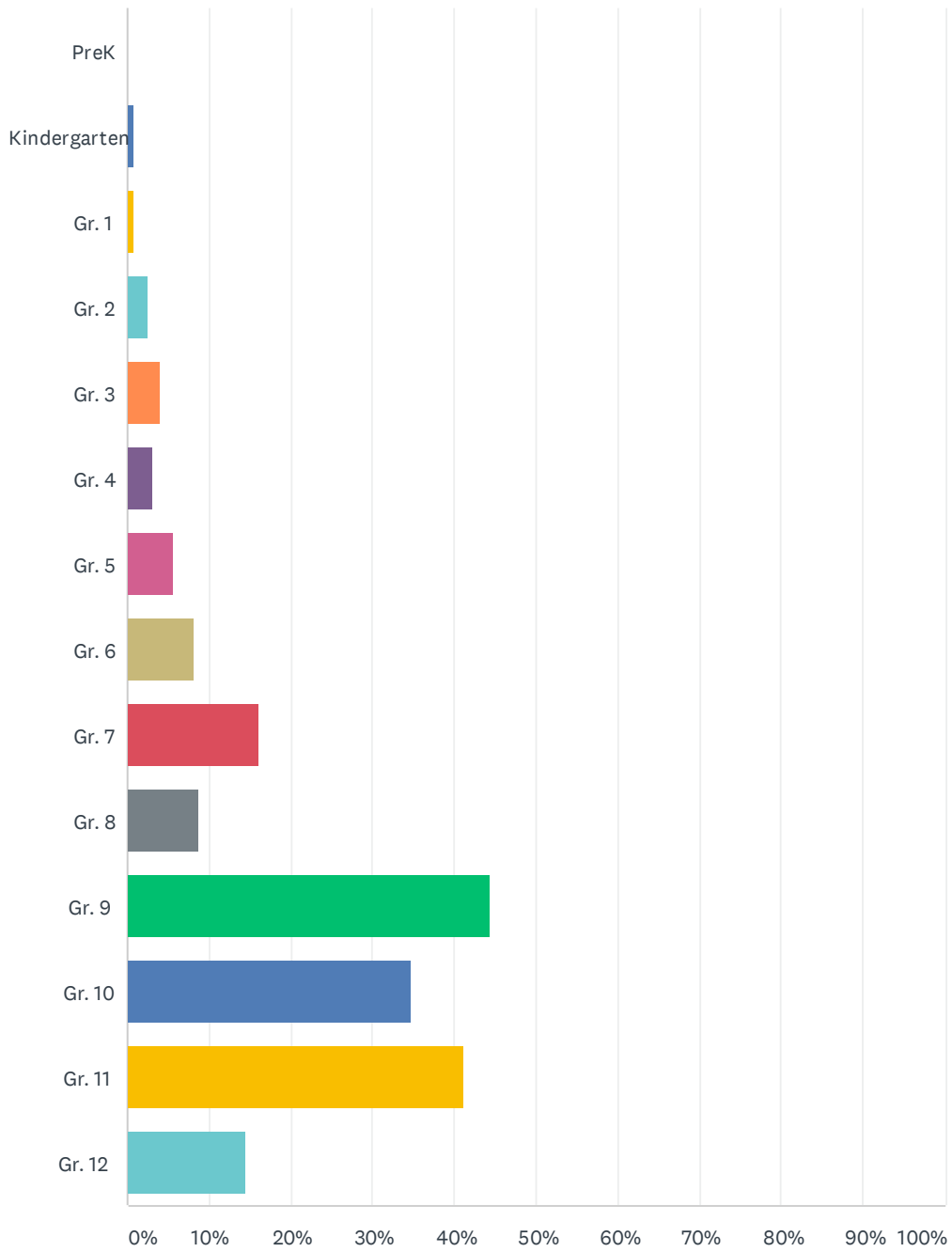
Answered: 56 Skipped: 68



ANSWER CHOICES	RESPONSES
Essex Elementary	7.14% 4
Memorial Elementary	25.00% 14
ME Middle School	58.93% 33
Out of District Program	32.14% 18
Total Respondents: 56	

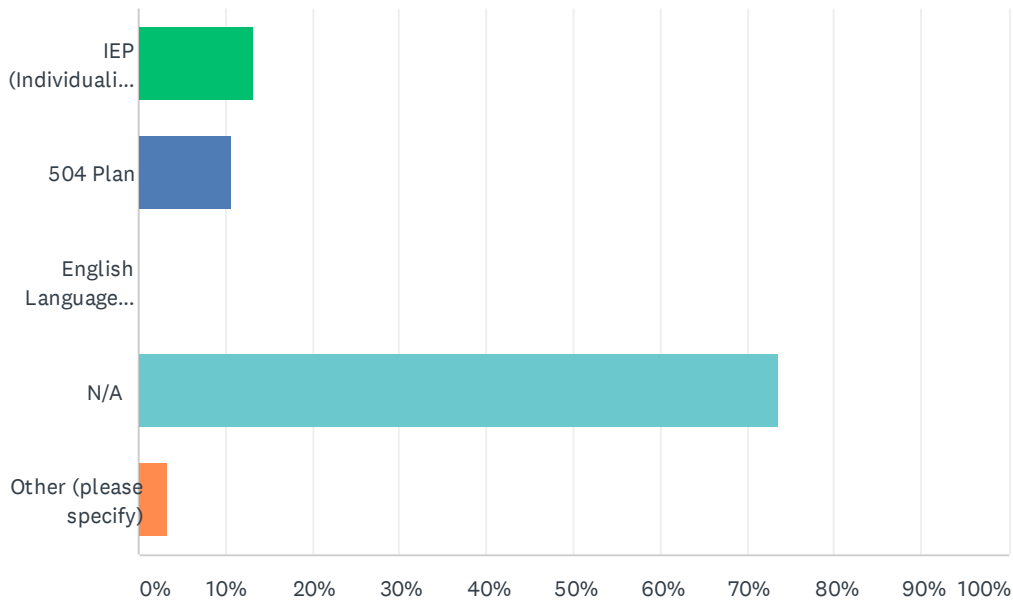
Q3 Select all grade levels that applied to children in your household during the Spring of 2020:

Answered: 124 Skipped: 0



Q4 At this school, my child receives the following educational services (check all that apply).

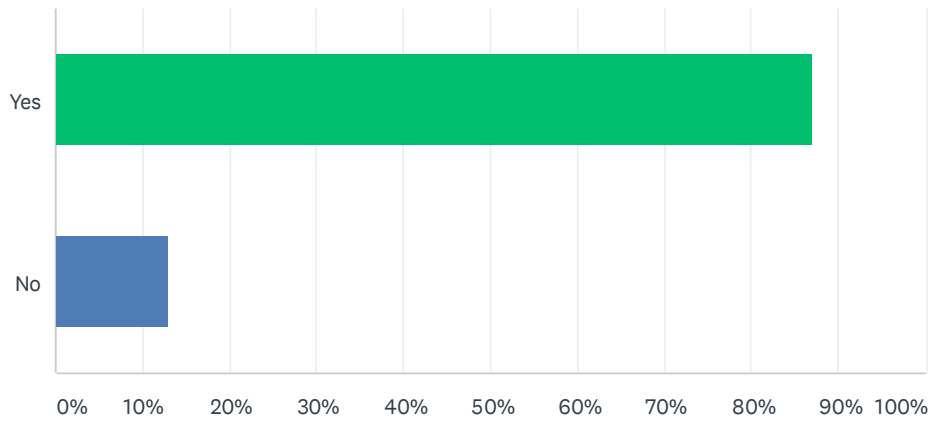
Answered: 121 Skipped: 3



ANSWER CHOICES	RESPONSES	
IEP (Individualized Education Plan)	13.22%	16
504 Plan	10.74%	13
English Language Learner support	0.00%	0
N/A	73.55%	89
Other (please specify)	3.31%	4
Total Respondents: 121		

Q5 Were there any adults in the household working remotely during school closure?

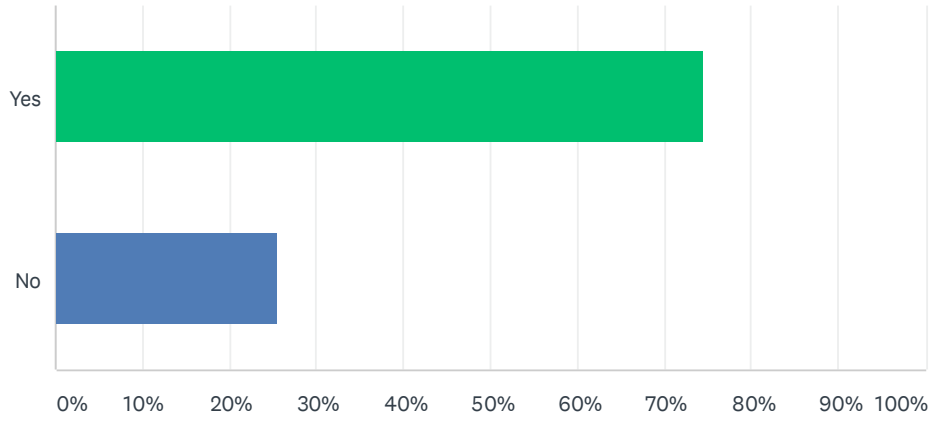
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	87.10%	108
No	12.90%	16
TOTAL		124

Q6 If you answered yes to Question 5, do you anticipate working remotely in the Fall of 2020?

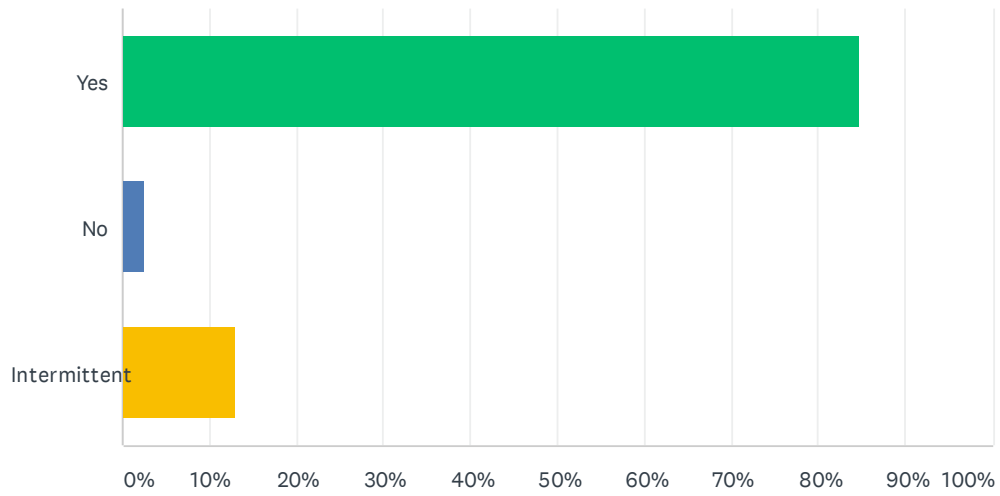
Answered: 118 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	74.58%	88
No	25.42%	30
TOTAL		118

Q7 Is there sufficient bandwidth for wifi/internet use in your household by multiple users?

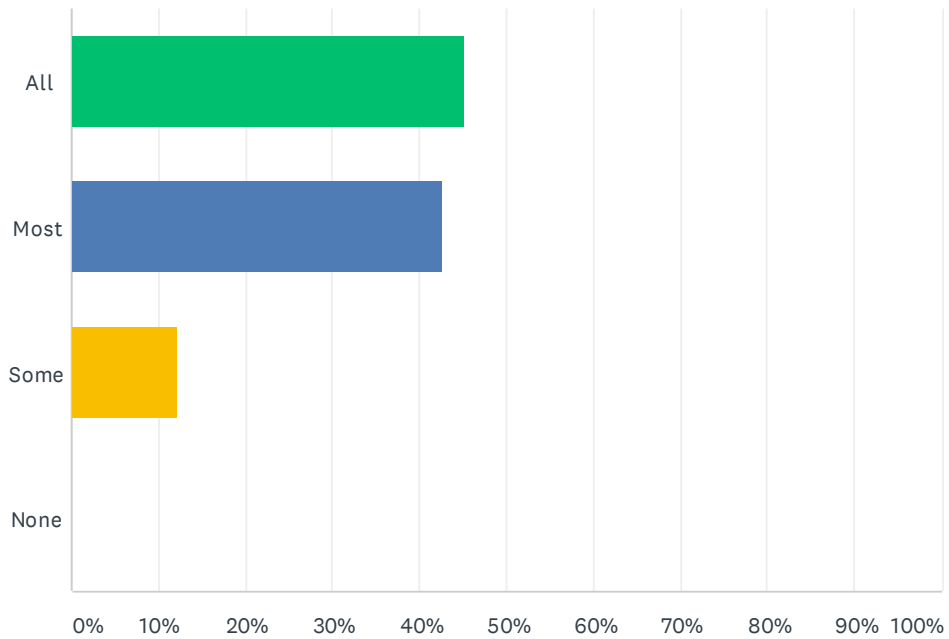
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.68%	105
No	2.42%	3
Intermittent	12.90%	16
TOTAL		124

Q8 My child/children participated in _____ of the remote learning experiences.

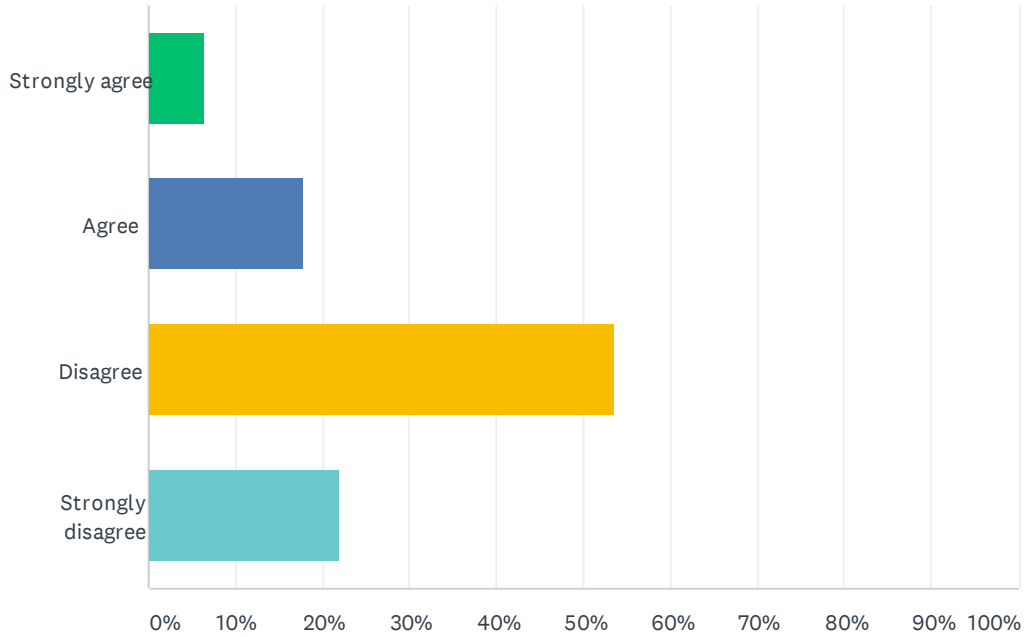
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
All	45.16%	56
Most	42.74%	53
Some	12.10%	15
None	0.00%	0
TOTAL		124

Q9 My child/children enjoyed remote learning.

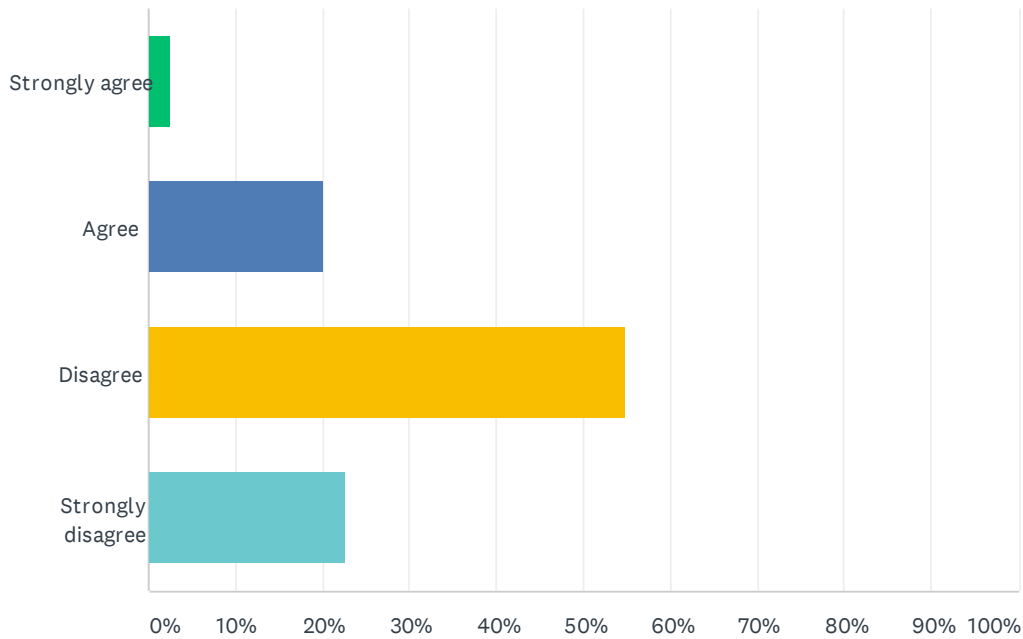
Answered: 123 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	6.50%	8
Agree	17.89%	22
Disagree	53.66%	66
Strongly disagree	21.95%	27
TOTAL		123

Q10 My child/children indicated that remote learning lessons and assignments were engaging.

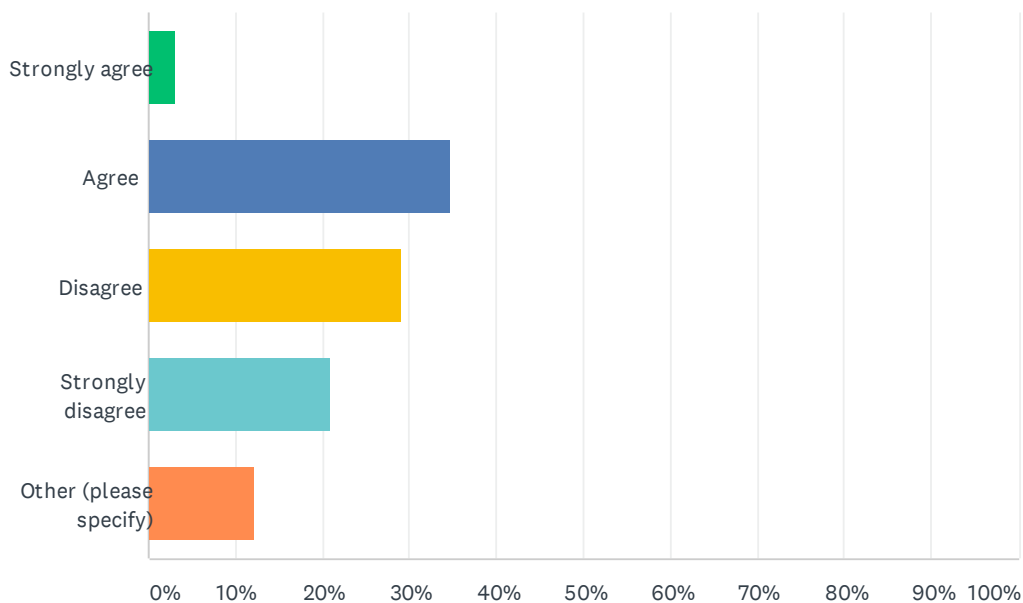
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	2.42%	3
Agree	20.16%	25
Disagree	54.84%	68
Strongly disagree	22.58%	28
TOTAL		124

Q11 After the transition to Remote Learning Phase III, my child/children indicated that they learned new content or skills in remote lessons and meetings.

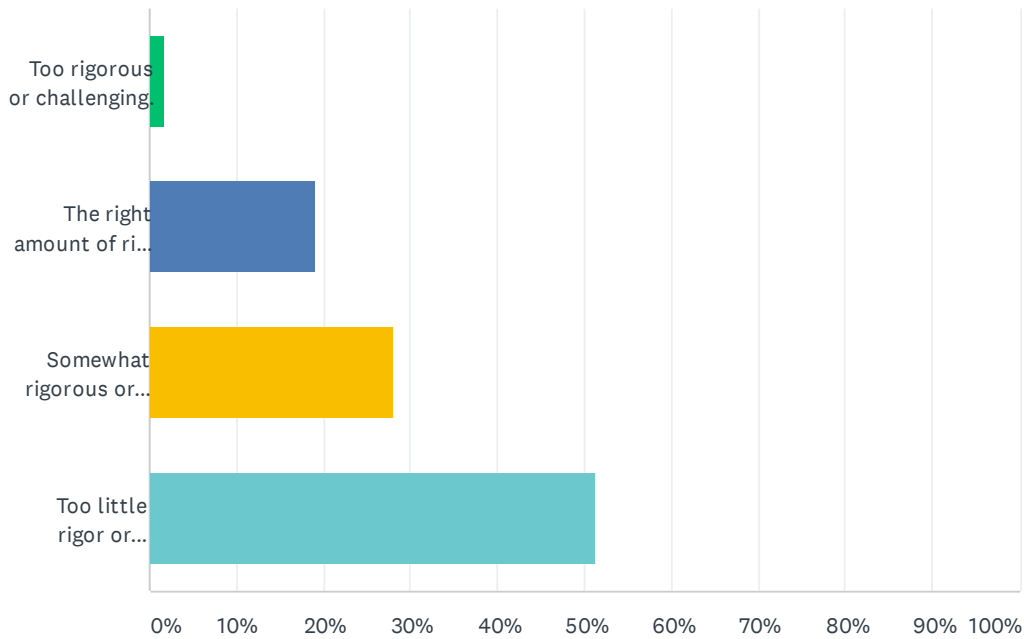
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	3.23%	4
Agree	34.68%	43
Disagree	29.03%	36
Strongly disagree	20.97%	26
Other (please specify)	12.10%	15
TOTAL		124

Q12 How would you describe the rigor or challenge of remote learning activities?

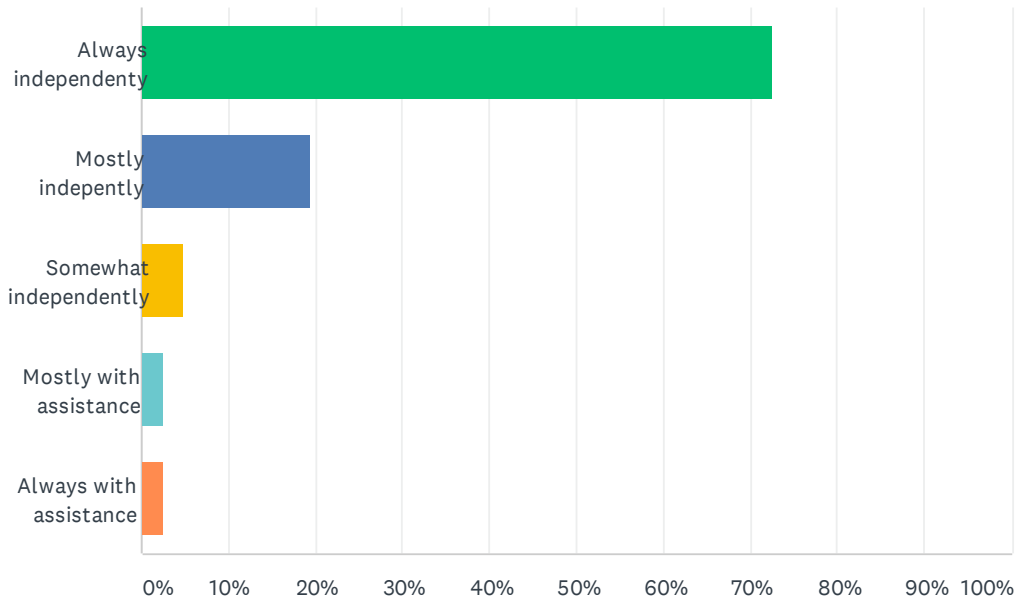
Answered: 121 Skipped: 3



ANSWER CHOICES	RESPONSES
Too rigorous or challenging.	1.65% 2
The right amount of rigor and challenge.	19.01% 23
Somewhat rigorous or challenging.	28.10% 34
Too little rigor or challenge.	51.24% 62
TOTAL	121

Q13 How independently did your child/children navigate remote learning technology? (Ex. Using Google Classroom, Zoom, and other digital learning platforms)

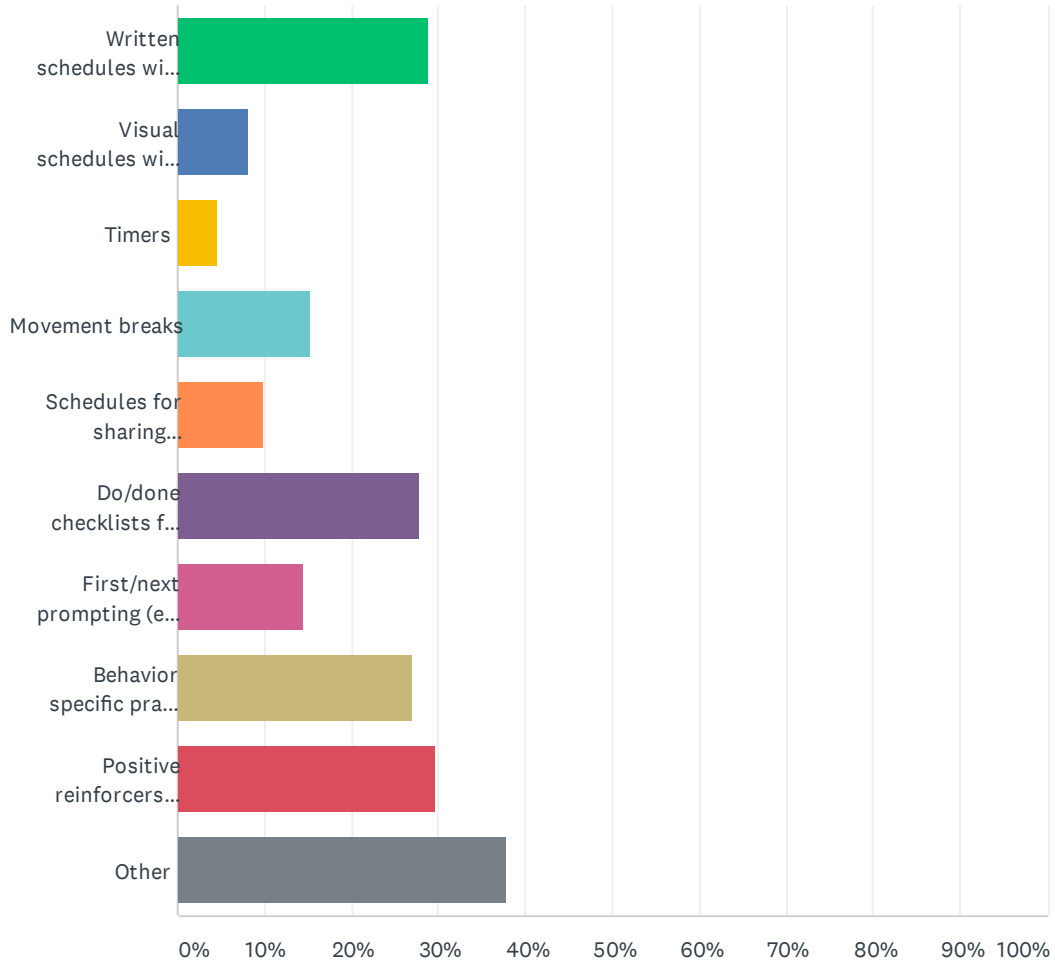
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always independently	72.58%	90
Mostly independently	19.35%	24
Somewhat independently	4.84%	6
Mostly with assistance	2.42%	3
Always with assistance	2.42%	3
Total Respondents: 124		

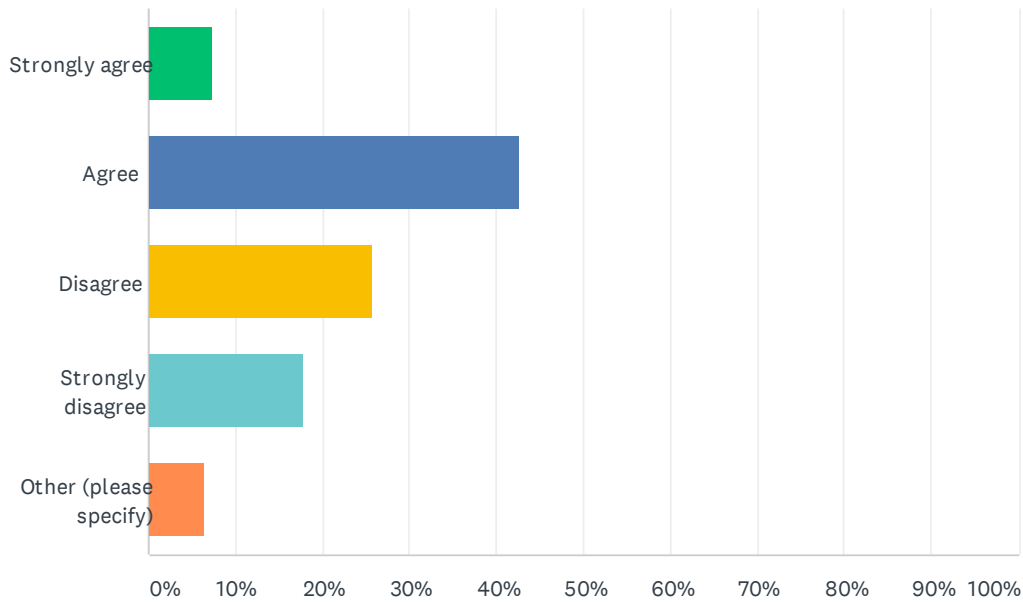
Q14 What strategies have you used to establish a daily and weekly schedule for remote learning? Select all that apply.

Answered: 111 Skipped: 13



Q15 The school and teacher expectations for remote learning have been clear for our family.

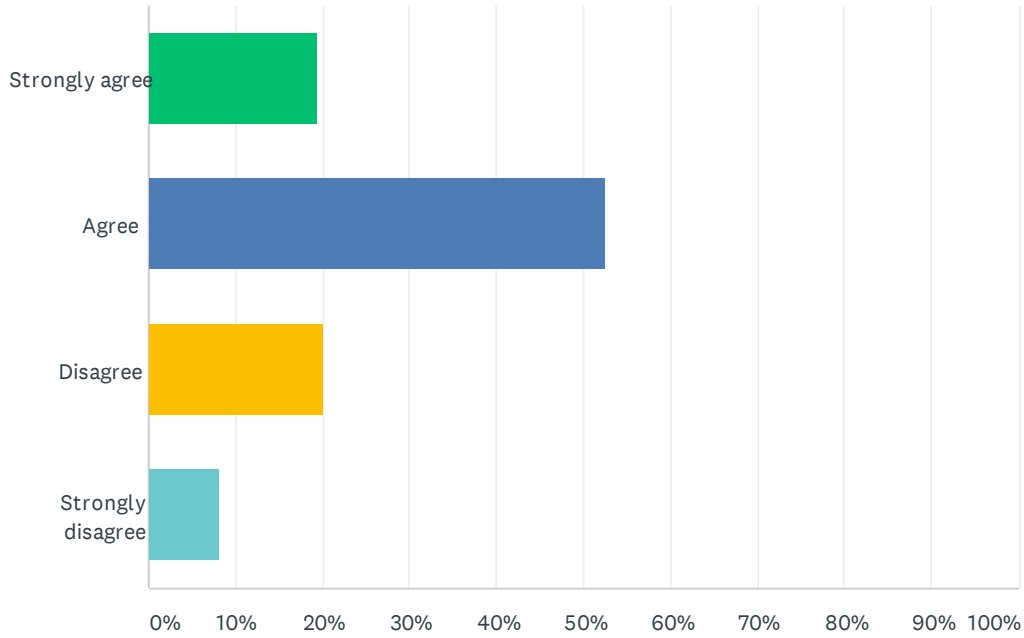
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	7.26%	9
Agree	42.74%	53
Disagree	25.81%	32
Strongly disagree	17.74%	22
Other (please specify)	6.45%	8
TOTAL		124

Q16 The expectations of remote learning have been manageable for our family.

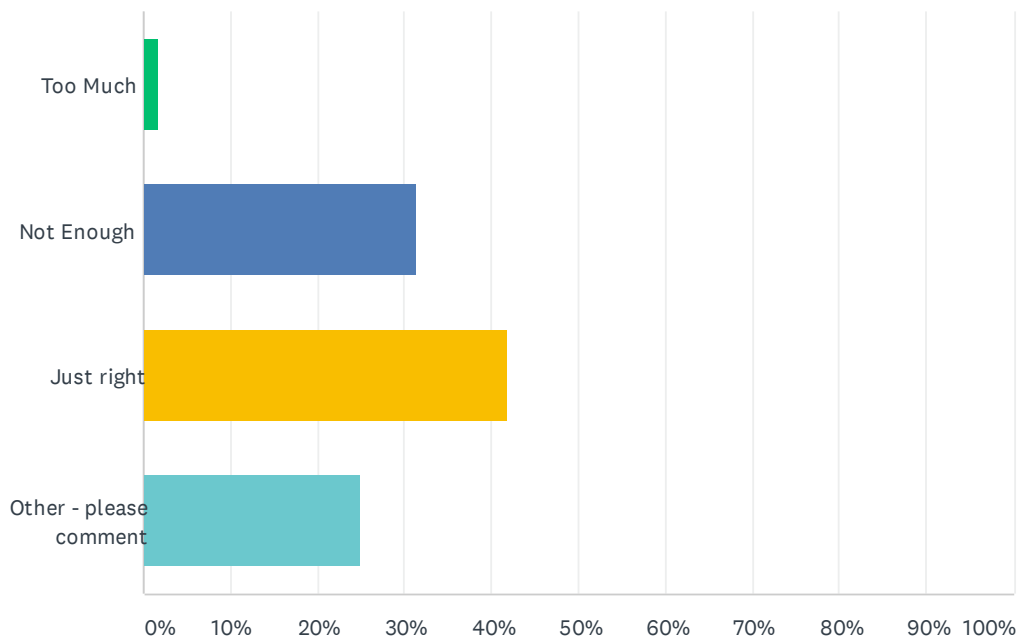
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	19.35%	24
Agree	52.42%	65
Disagree	20.16%	25
Strongly disagree	8.06%	10
TOTAL		124

Q17 During school closure and remote learning, MERSD's communication plan was to provide multiple points of contact per week, teacher, school principal, and superintendent. Our intent was to provide timely updates about class, school, and district information. How would you describe this level of communication?

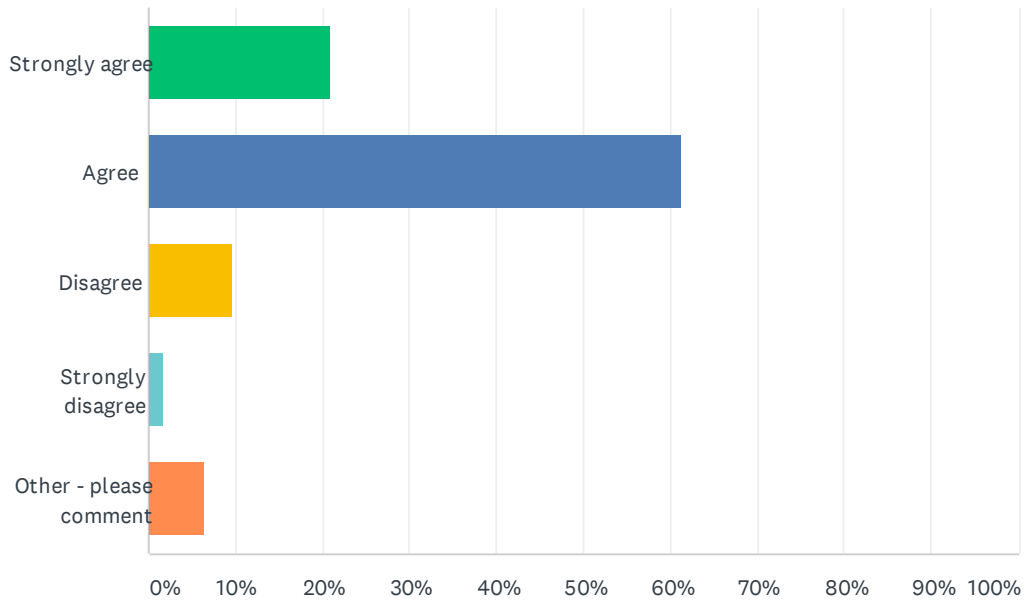
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Too Much	1.61%	2
Not Enough	31.45%	39
Just right	41.94%	52
Other - please comment	25.00%	31
TOTAL		124

Q18 My child/children and I knew how to communicate with the teacher(s).

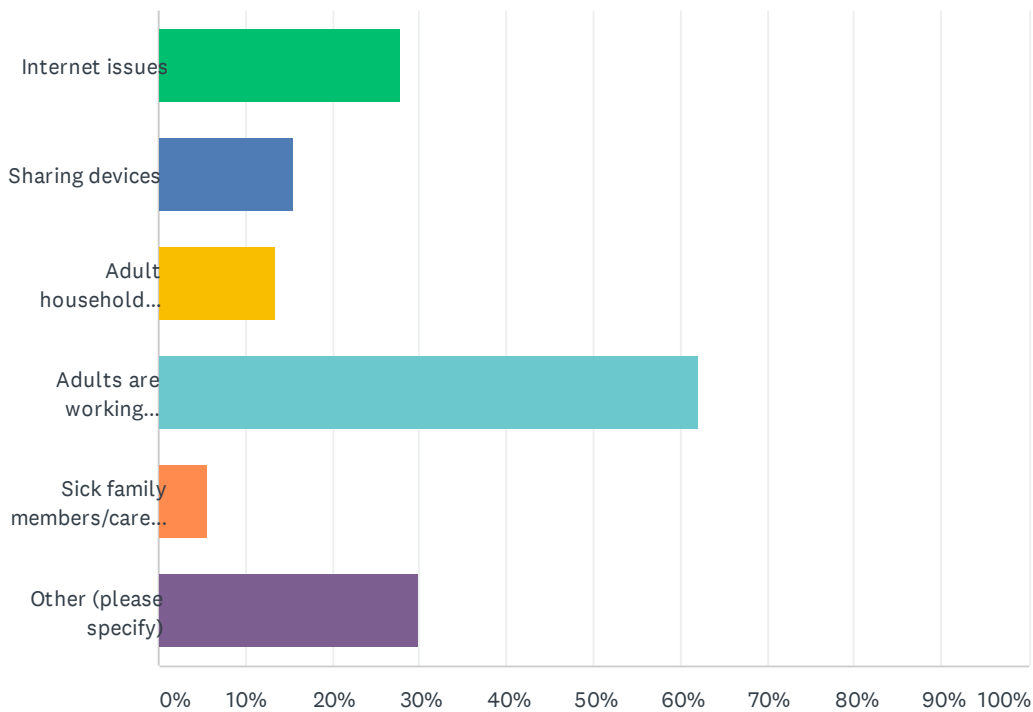
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	20.97%	26
Agree	61.29%	76
Disagree	9.68%	12
Strongly disagree	1.61%	2
Other - please comment	6.45%	8
TOTAL		124

Q19 Were there any challenges that you and/or your child/children experienced at home? Check all that apply.

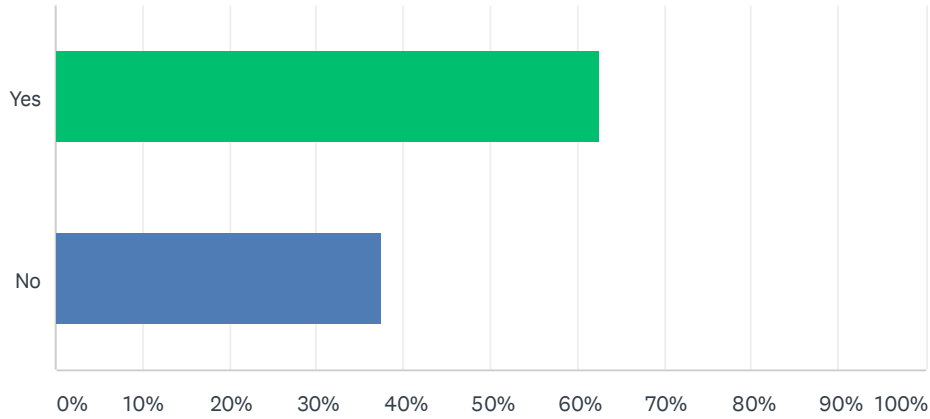
Answered: 90 Skipped: 34



ANSWER CHOICES	RESPONSES	
Internet issues	27.78%	25
Sharing devices	15.56%	14
Adult household members are essential workers and are working outside of the home	13.33%	12
Adults are working remotely from home	62.22%	56
Sick family members/care taking for others	5.56%	5
Other (please specify)	30.00%	27
Total Respondents: 90		

Q20 During the period of remote learning and school closure, did you have concerns about your child/children's social-emotional well-being?

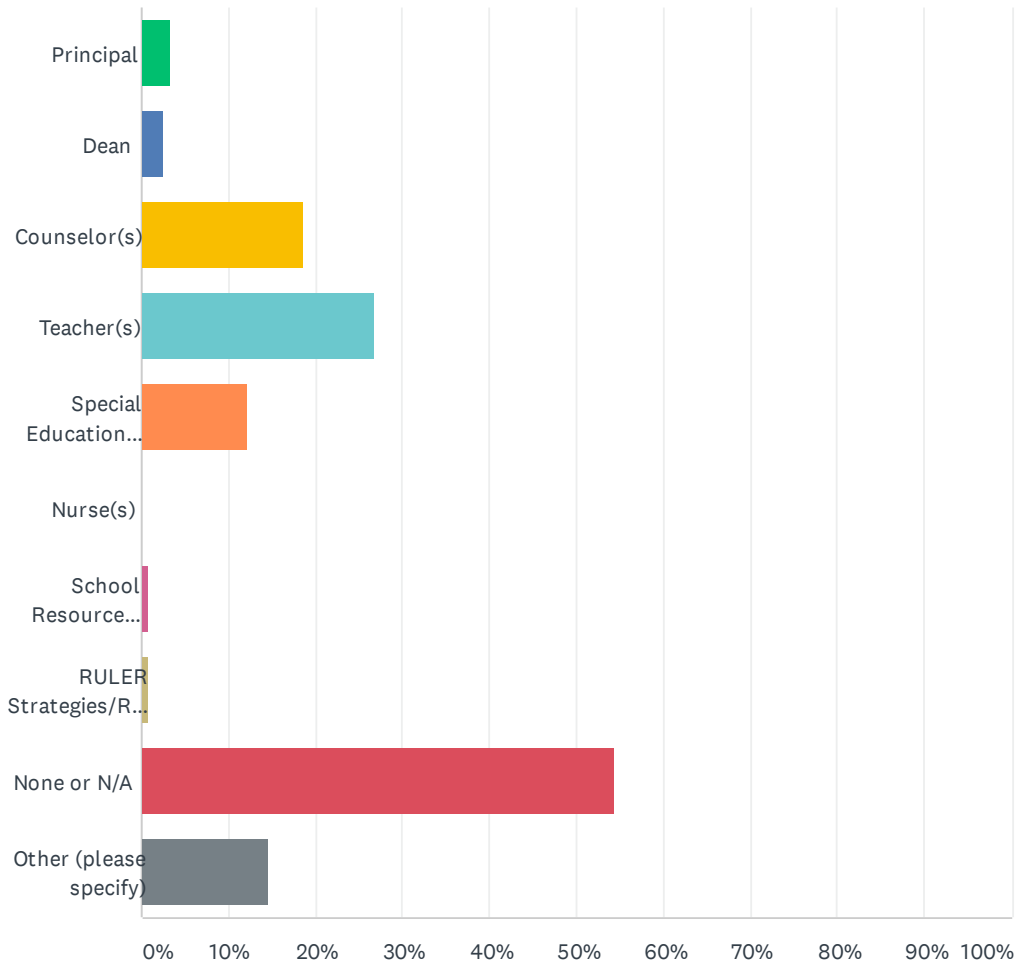
Answered: 123 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	62.60%	77
No	37.40%	46
TOTAL		123

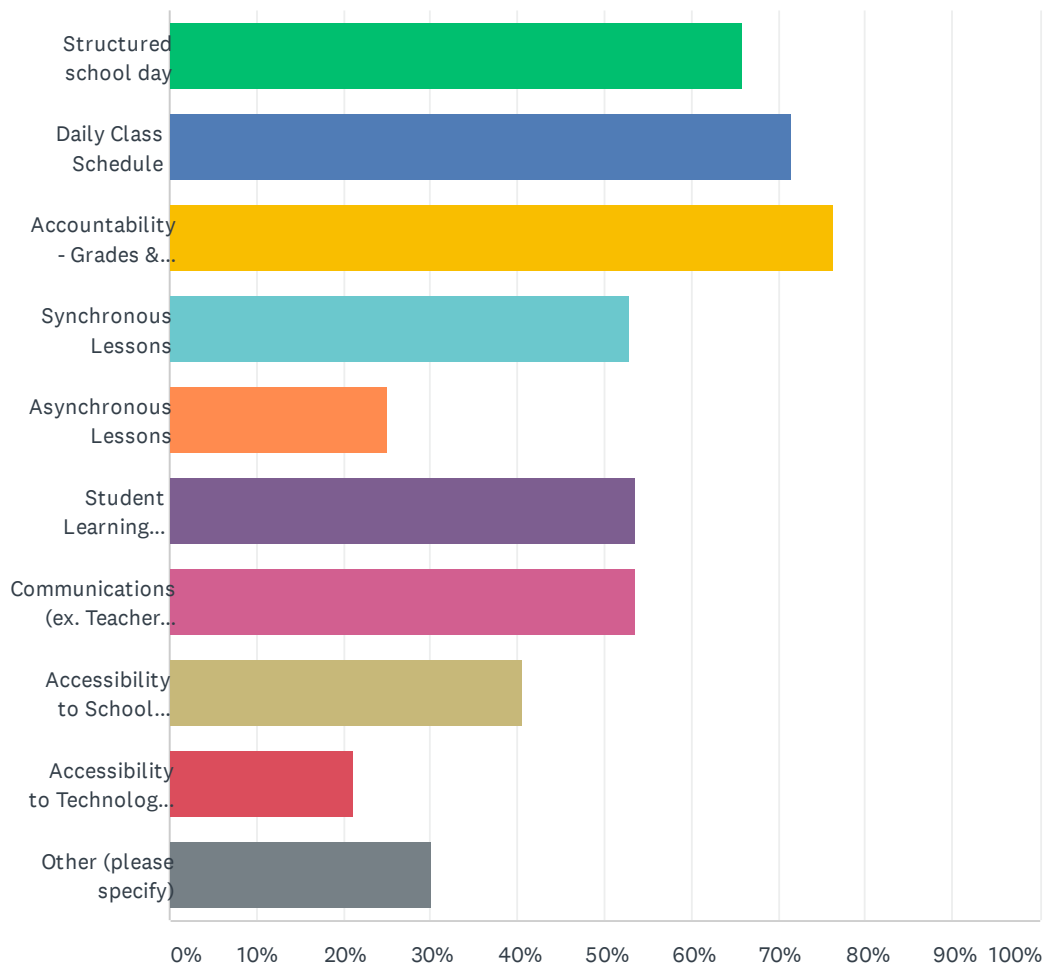
Q21 During the period of Remote Learning and school closure, what school resources did you use to support your child/children's social or emotional needs? Check all that apply.

Answered: 123 Skipped: 1



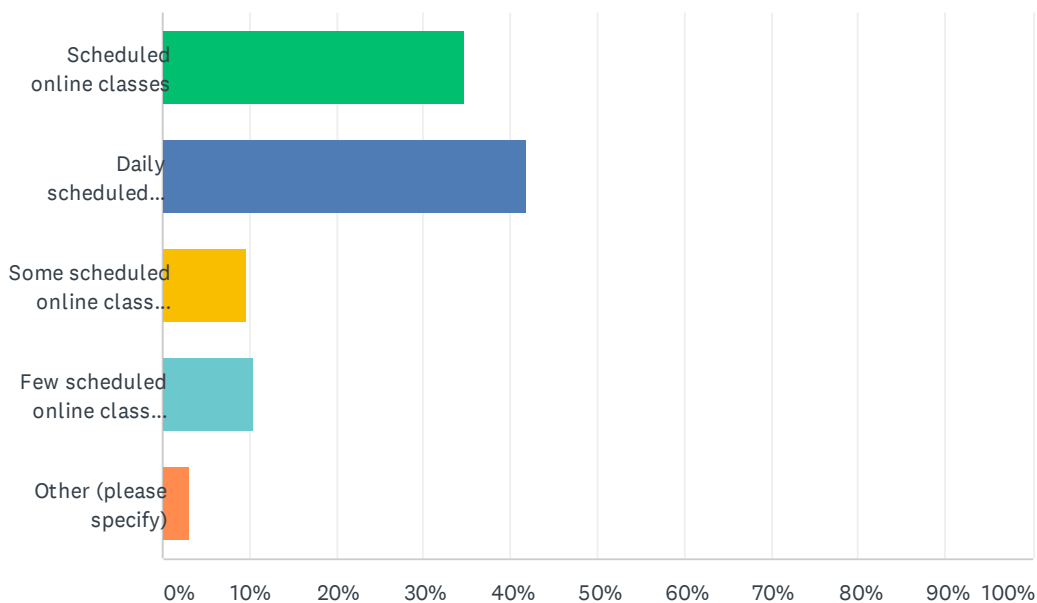
Q22 Based on the DESE State Guidelines, remote learning will likely be part of the 2020-2021 school year learning environment. What improvements would you recommend for strengthening MERSD's Remote Learning Program?

Answered: 123 Skipped: 1



Q23 As we prepare for Phase IV of Remote Learning for 2020-2021, which type of learning schedule would best suit your family's needs?

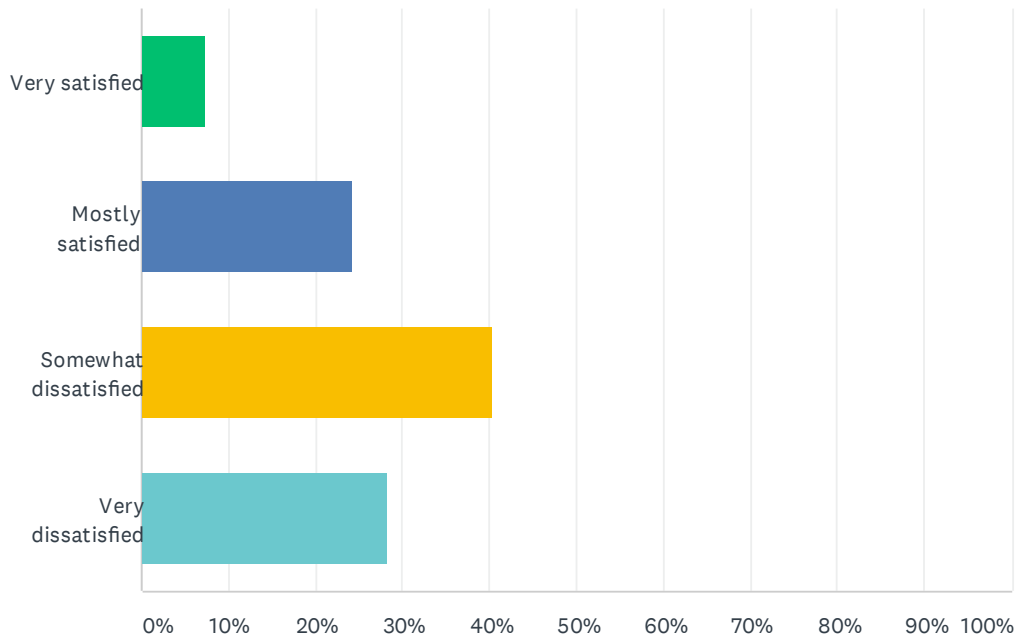
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Scheduled online classes	34.68%	43
Daily scheduled online classes with the flexibility to complete work at convenient times	41.94%	52
Some scheduled online classes with more flexibility to continue learning	9.68%	12
Few scheduled online classes with independent learning at a time that works for our family	10.48%	13
Other (please specify)	3.23%	4
TOTAL		124

Q24 Overall, please rate your level of satisfaction with remote learning at your school during the Spring of 2020.

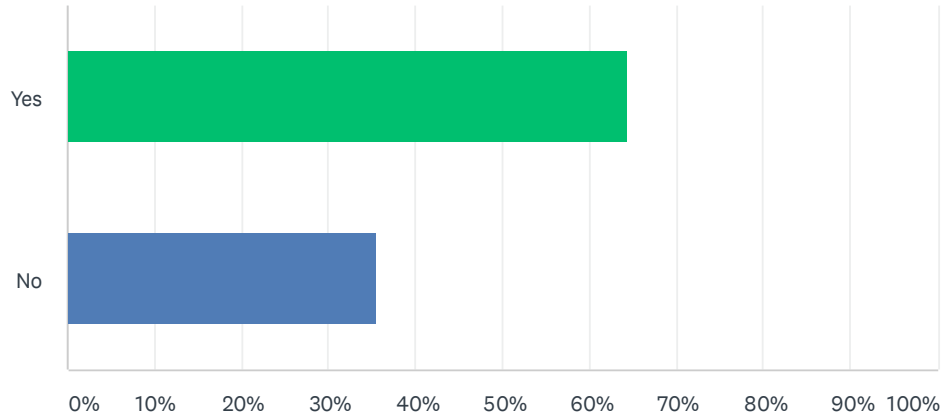
Answered: 124 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	7.26%	9
Mostly satisfied	24.19%	30
Somewhat dissatisfied	40.32%	50
Very dissatisfied	28.23%	35
TOTAL		124

Q27 Would you be willing to provide feedback about our remote learning plan through a virtual parent meeting?

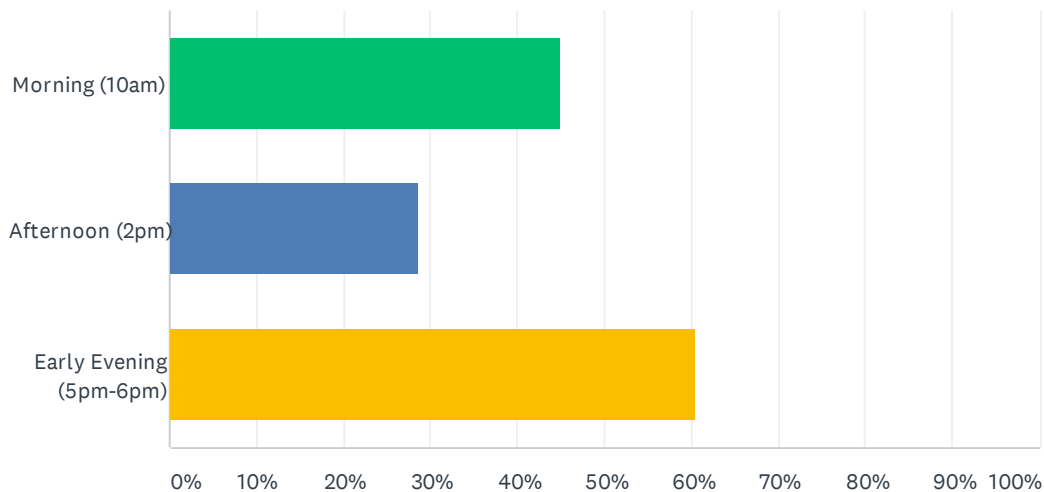
Answered: 121 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	64.46%	78
No	35.54%	43
TOTAL		121

Q28 We are planning to hold Virtual Parent Feedback Meetings the week of July 6th. What would be the best time for you to participate in a virtual parent feedback meeting? Please select all that apply...

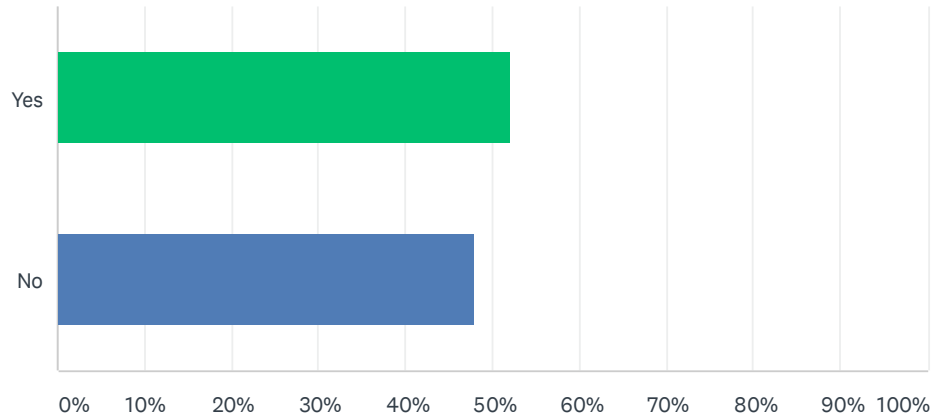
Answered: 91 Skipped: 33



ANSWER CHOICES	RESPONSES	
Morning (10am)	45.05%	41
Afternoon (2pm)	28.57%	26
Early Evening (5pm-6pm)	60.44%	55
Total Respondents: 91		

Q29 Knowing that remote learning will likely be part of the 2020-2021 school year learning environment, would you be interested in participating in parent training workshops and information sessions focusing on student and school technology and programs.

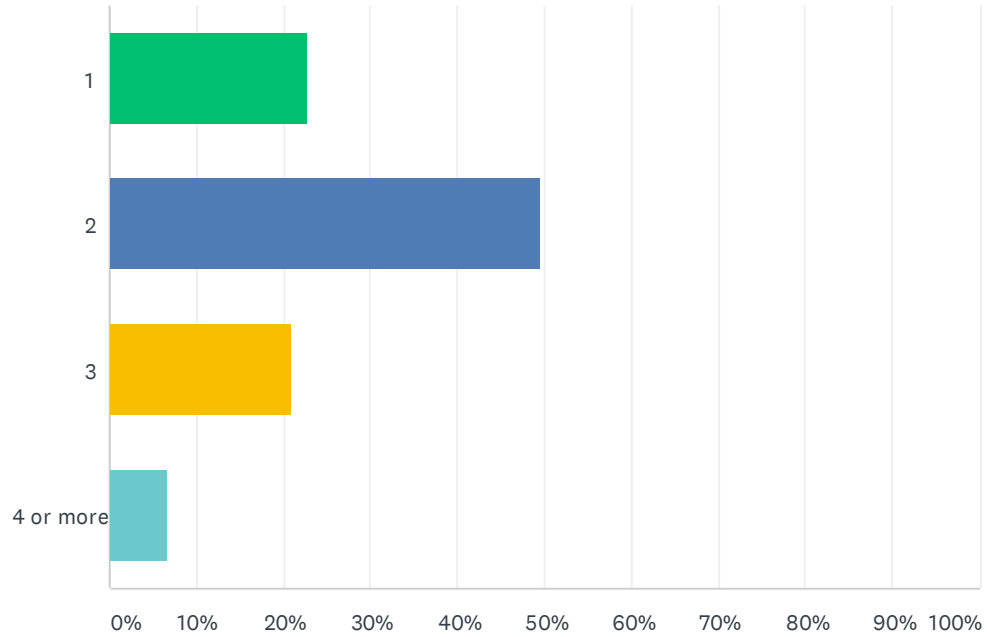
Answered: 121 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes	52.07%	63
No	47.93%	58
TOTAL		121

Q1 How many school age children reside in your home?

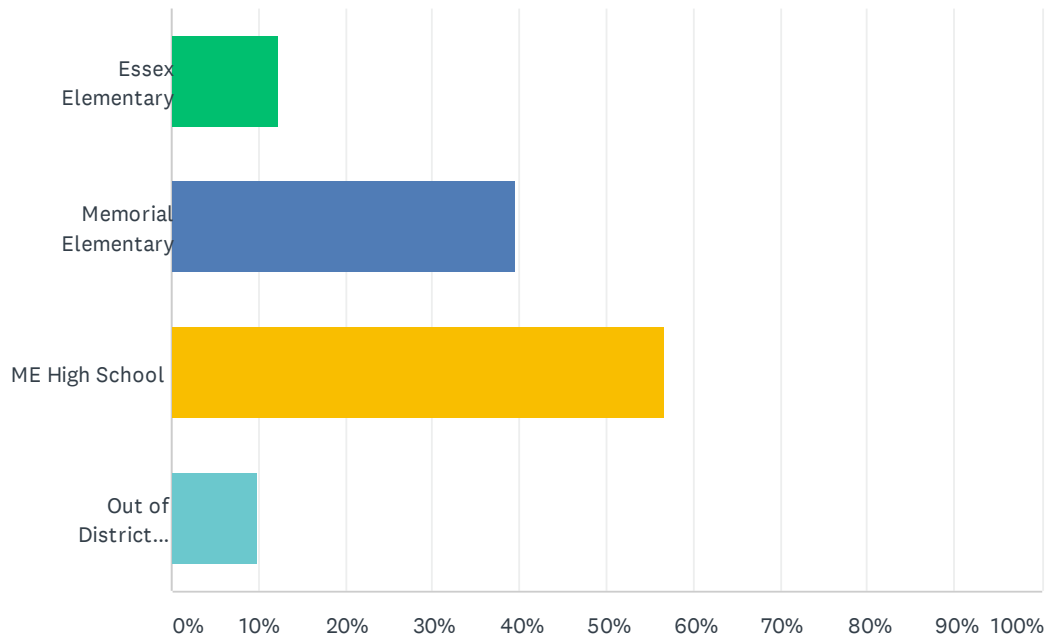
Answered: 105 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	22.86%	24
2	49.52%	52
3	20.95%	22
4 or more	6.67%	7
Total Respondents: 105		

Q2 Do you have children who attend other schools in the District? Check all that apply:

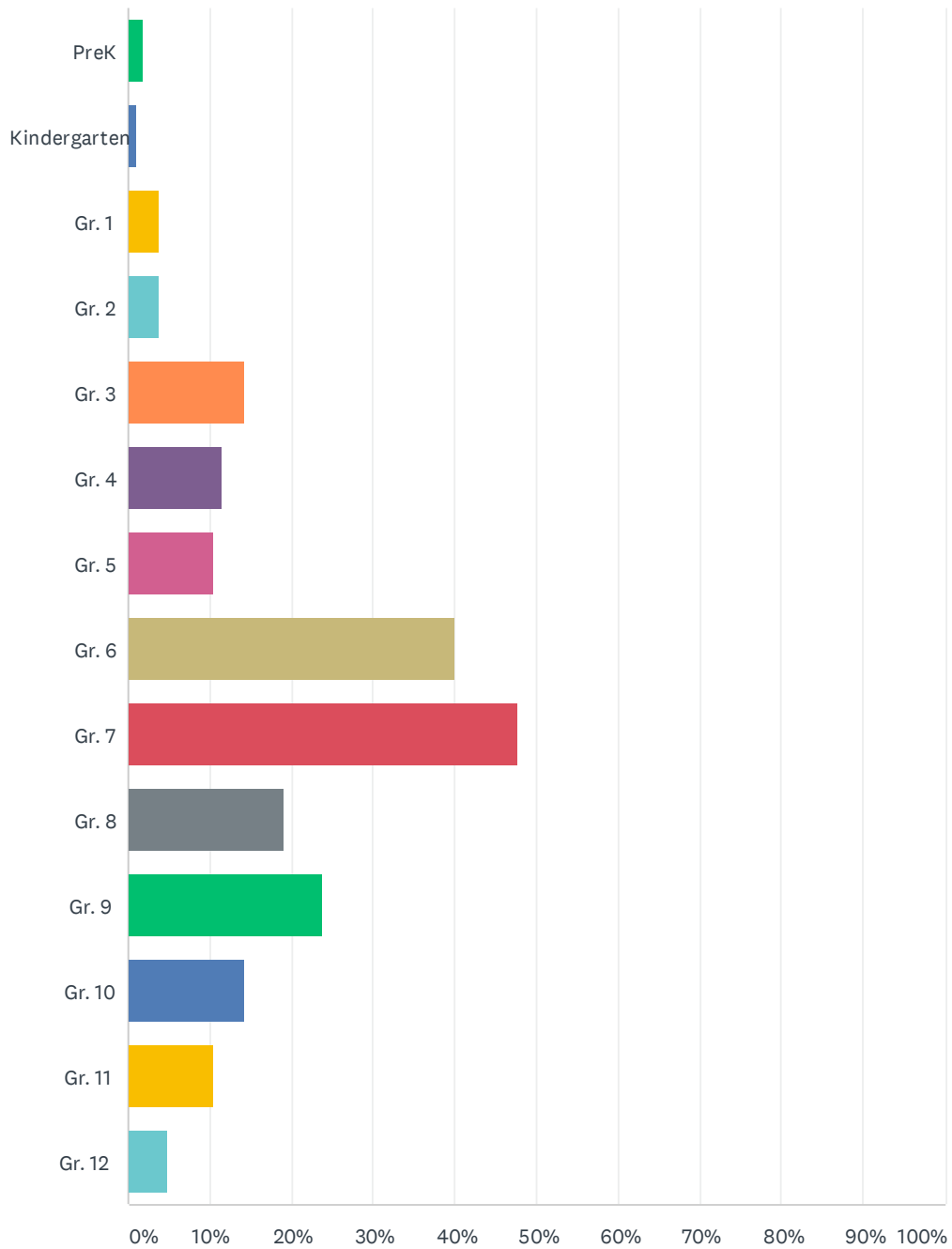
Answered: 81 Skipped: 24



ANSWER CHOICES	RESPONSES	
Essex Elementary	12.35%	10
Memorial Elementary	39.51%	32
ME High School	56.79%	46
Out of District Program	9.88%	8
Total Respondents: 81		

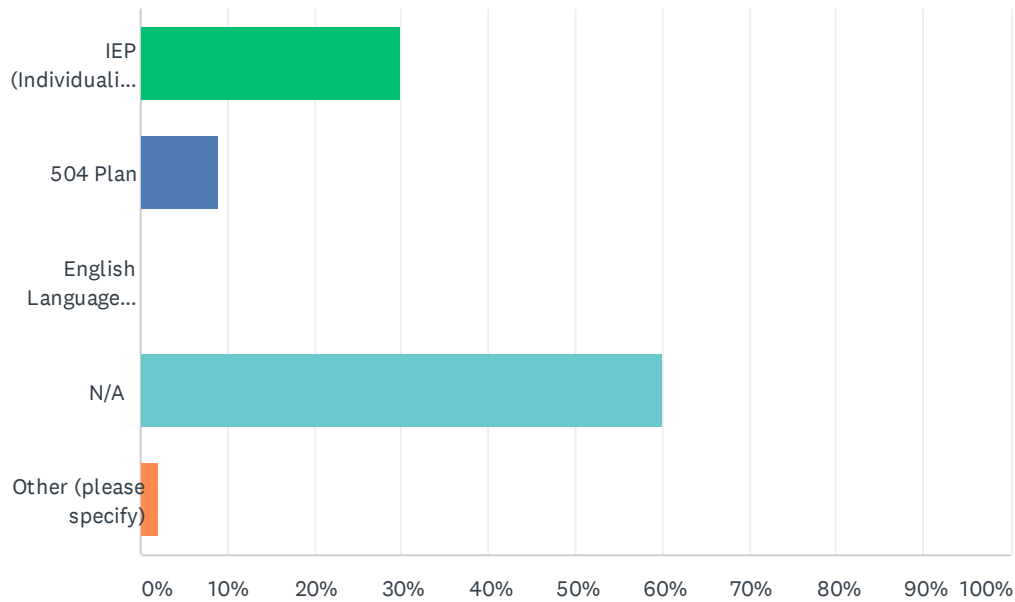
Q3 Select all grade levels that applied to children in your household during the Spring of 2020:

Answered: 105 Skipped: 0



Q4 At this school, my child receives the following educational services (check all that apply).

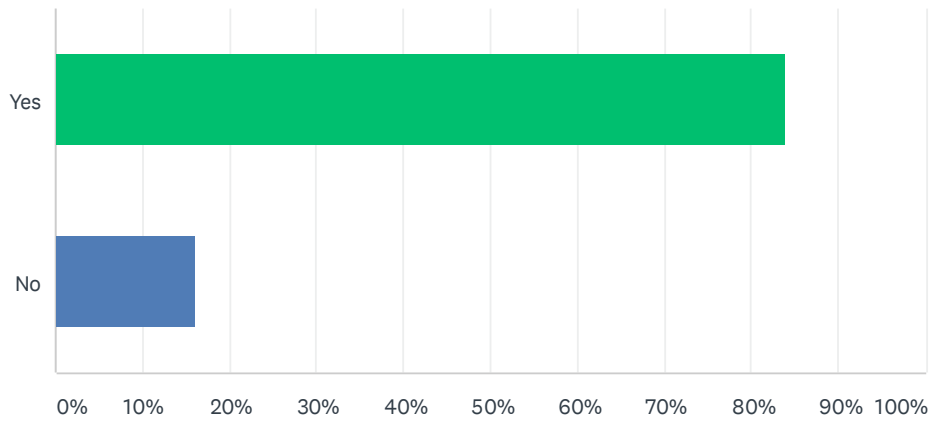
Answered: 100 Skipped: 5



ANSWER CHOICES	RESPONSES	
IEP (Individualized Education Plan)	30.00%	30
504 Plan	9.00%	9
English Language Learner support	0.00%	0
N/A	60.00%	60
Other (please specify)	2.00%	2
Total Respondents: 100		

Q5 Were there any adults in the household working remotely during school closure?

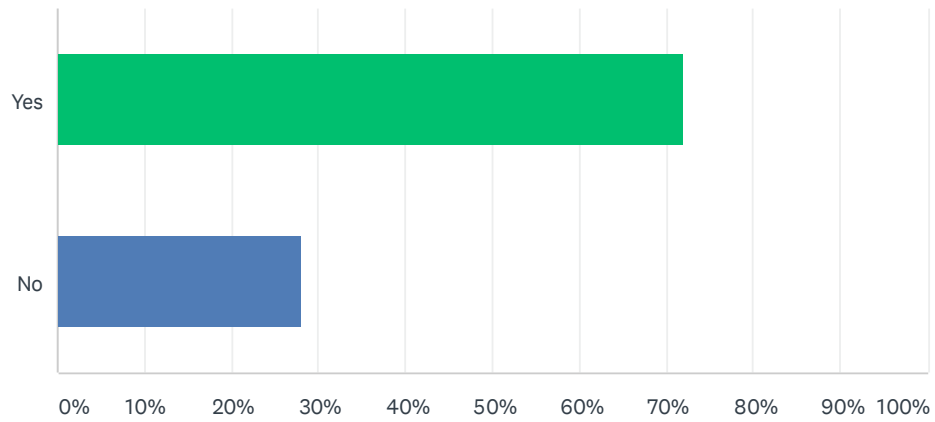
Answered: 105 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	83.81%	88
No	16.19%	17
TOTAL		105

Q6 If you answered yes to Question 5, do you anticipate working remotely in the Fall of 2020?

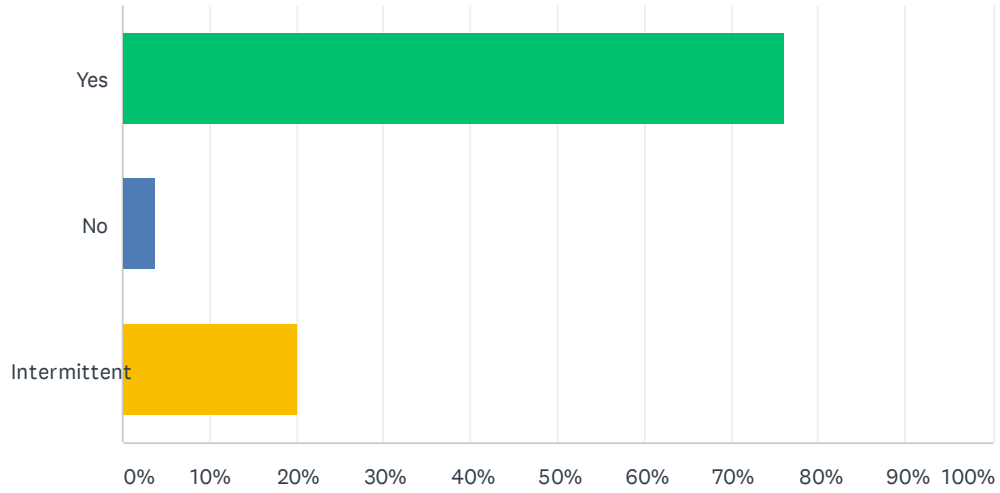
Answered: 100 Skipped: 5



ANSWER CHOICES	RESPONSES	
Yes	72.00%	72
No	28.00%	28
TOTAL		100

Q7 Is there sufficient bandwidth for wifi/internet use in your household by multiple users?

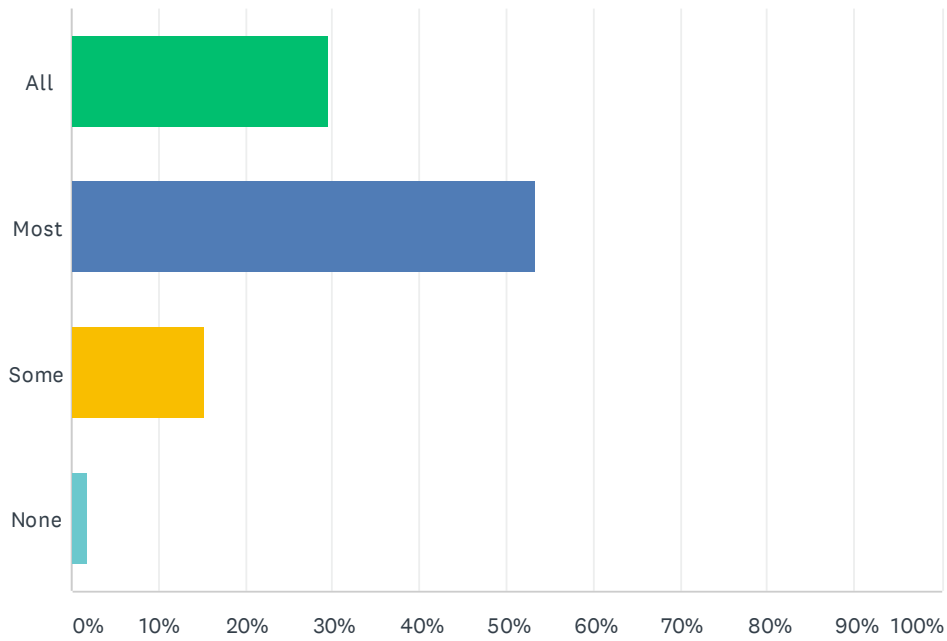
Answered: 105 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		76.19%	80
No		3.81%	4
Intermittent		20.00%	21
TOTAL	TOTAL		105

Q8 My child/children participated in _____ of the remote learning experiences.

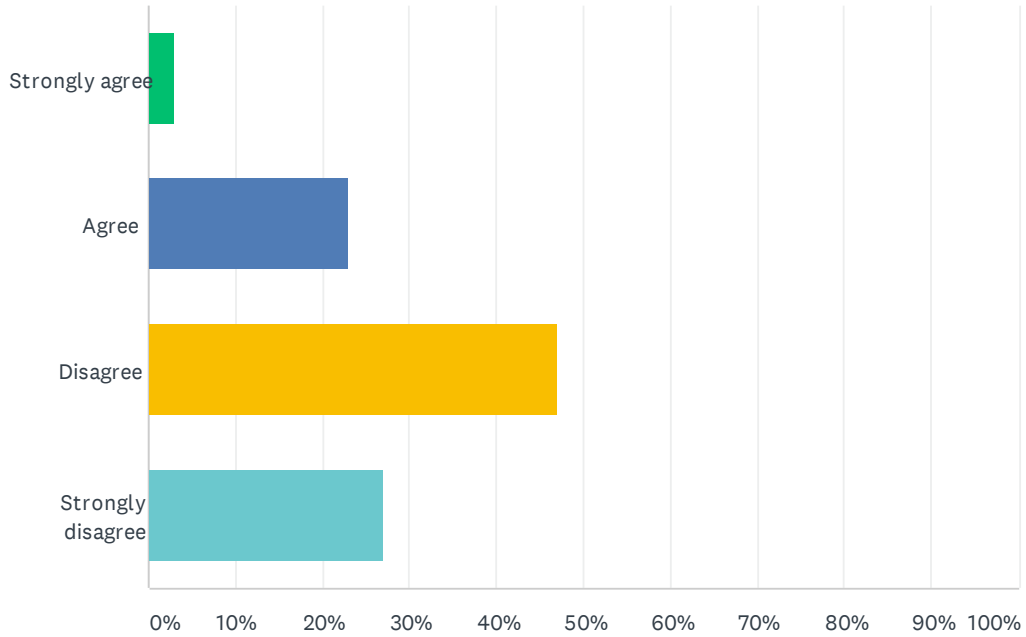
Answered: 105 Skipped: 0



ANSWER CHOICES	RESPONSES	
All	29.52%	31
Most	53.33%	56
Some	15.24%	16
None	1.90%	2
TOTAL		105

Q9 My child/children enjoyed remote learning.

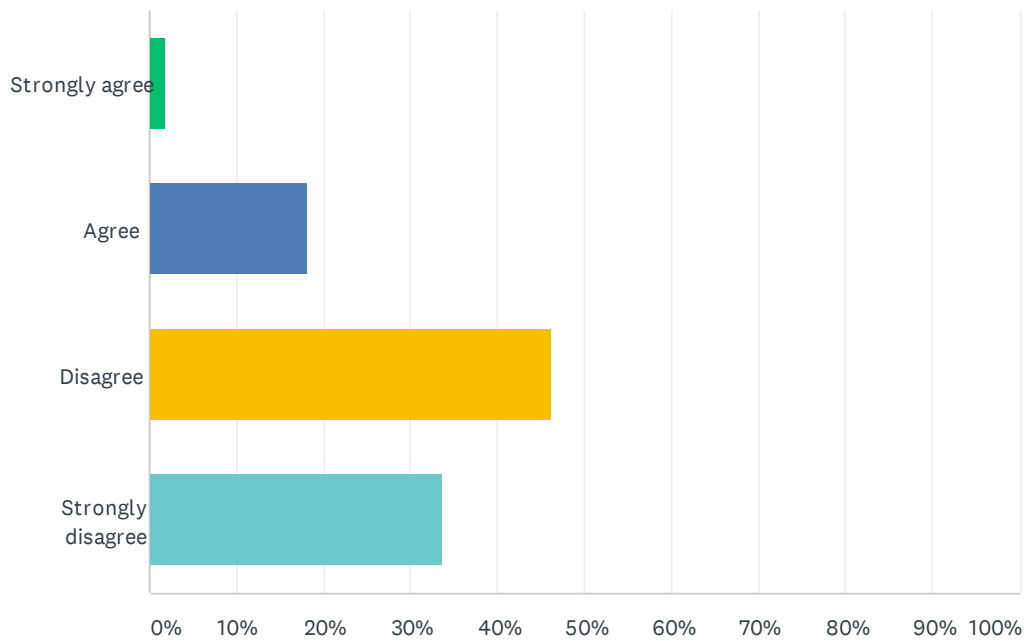
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	2.88%	3
Agree	23.08%	24
Disagree	47.12%	49
Strongly disagree	26.92%	28
TOTAL		104

Q10 My child/children indicated that remote learning lessons and assignments were engaging.

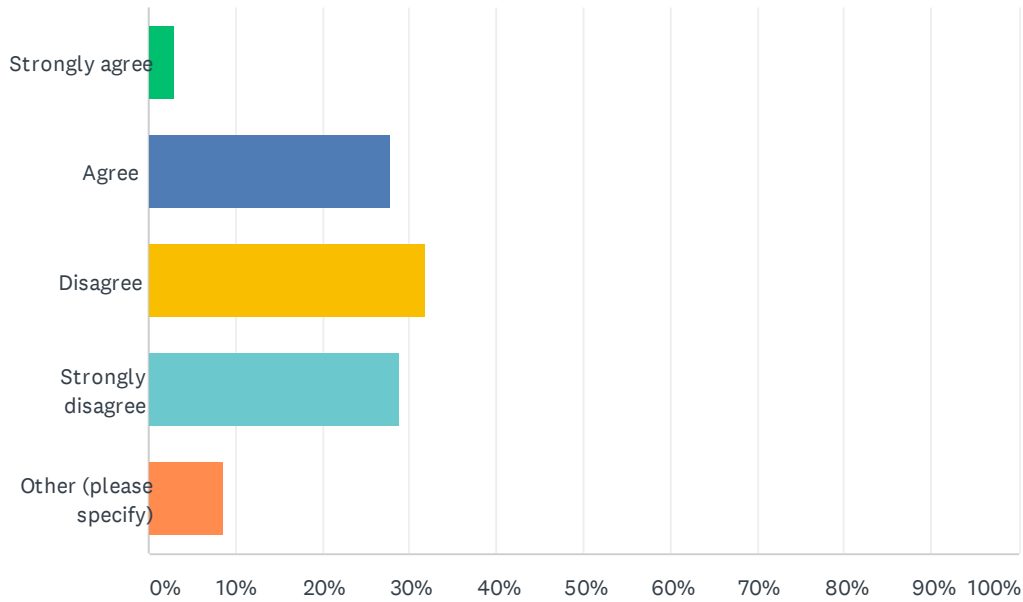
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	1.92%	2
Agree	18.27%	19
Disagree	46.15%	48
Strongly disagree	33.65%	35
TOTAL		104

Q11 After the transition to Remote Learning Phase III, my child/children indicated that they learned new content or skills in remote lessons and meetings.

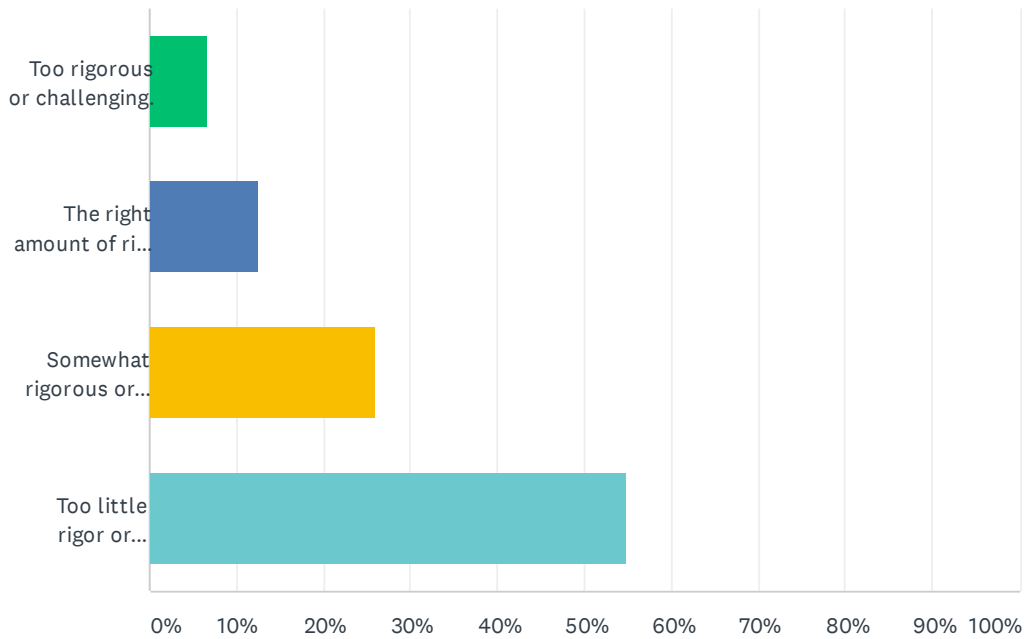
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	2.88%	3
Agree	27.88%	29
Disagree	31.73%	33
Strongly disagree	28.85%	30
Other (please specify)	8.65%	9
TOTAL		104

Q12 How would you describe the rigor or challenge of remote learning activities?

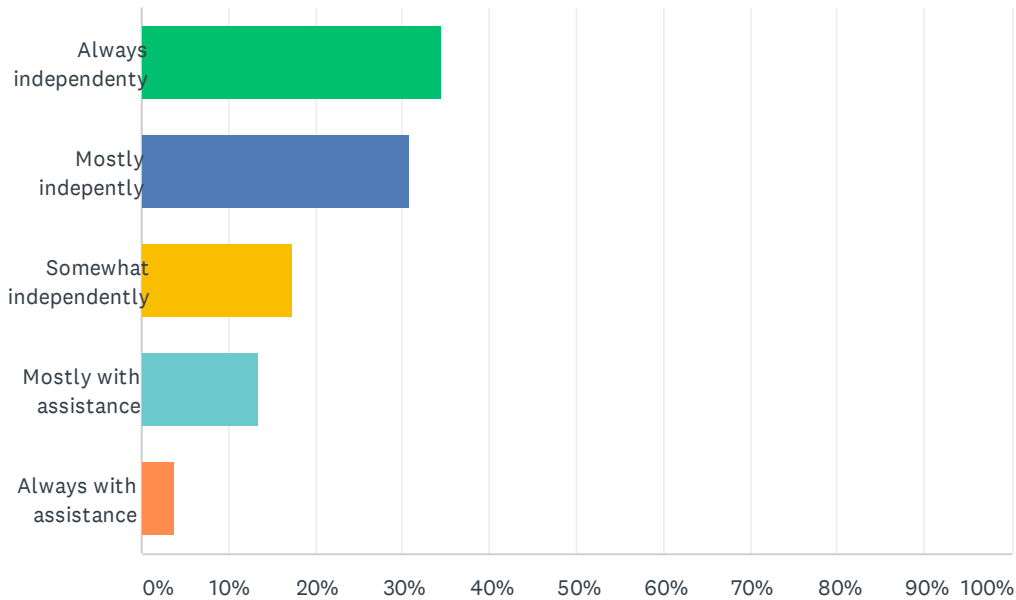
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES
Too rigorous or challenging.	6.73% 7
The right amount of rigor and challenge.	12.50% 13
Somewhat rigorous or challenging.	25.96% 27
Too little rigor or challenge.	54.81% 57
TOTAL	104

Q13 How independently did your child/children navigate remote learning technology? (Ex. Using Google Classroom, Zoom, and other digital learning platforms)

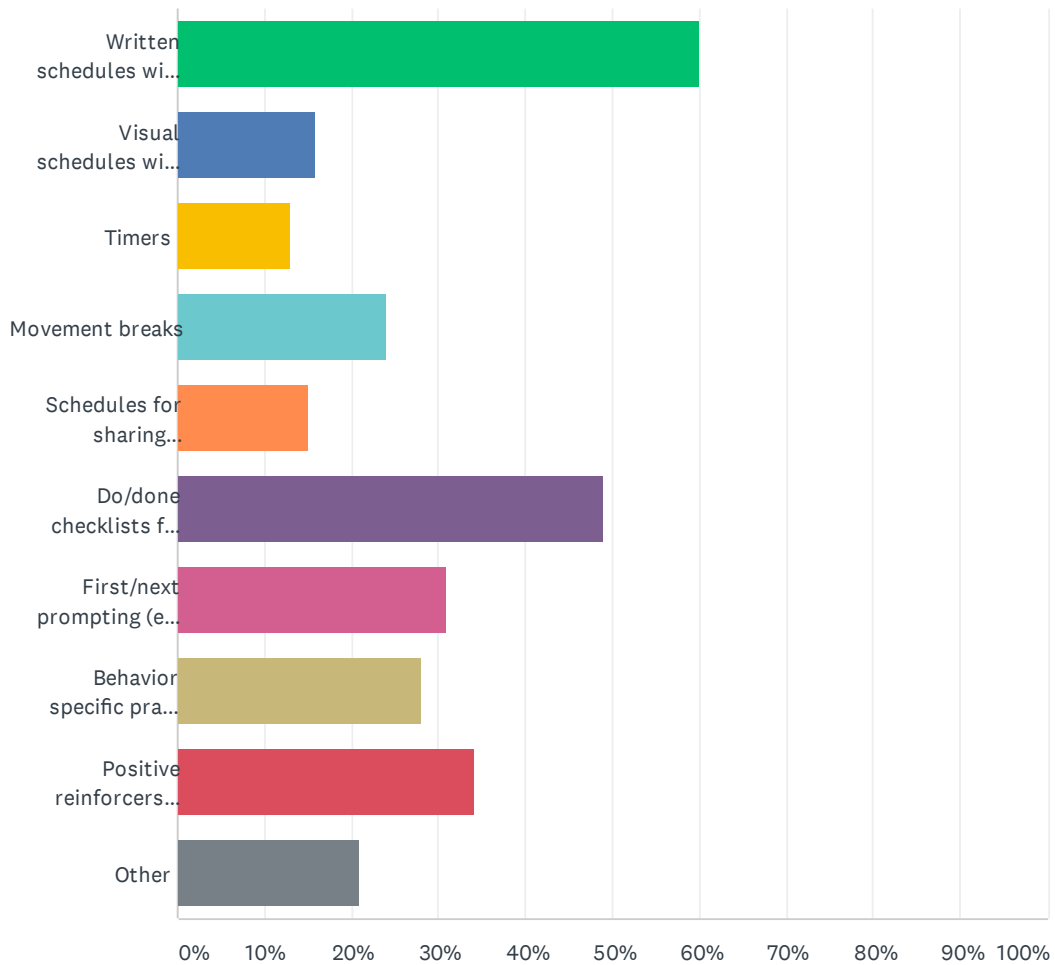
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Always independently	34.62%	36
Mostly independently	30.77%	32
Somewhat independently	17.31%	18
Mostly with assistance	13.46%	14
Always with assistance	3.85%	4
Total Respondents: 104		

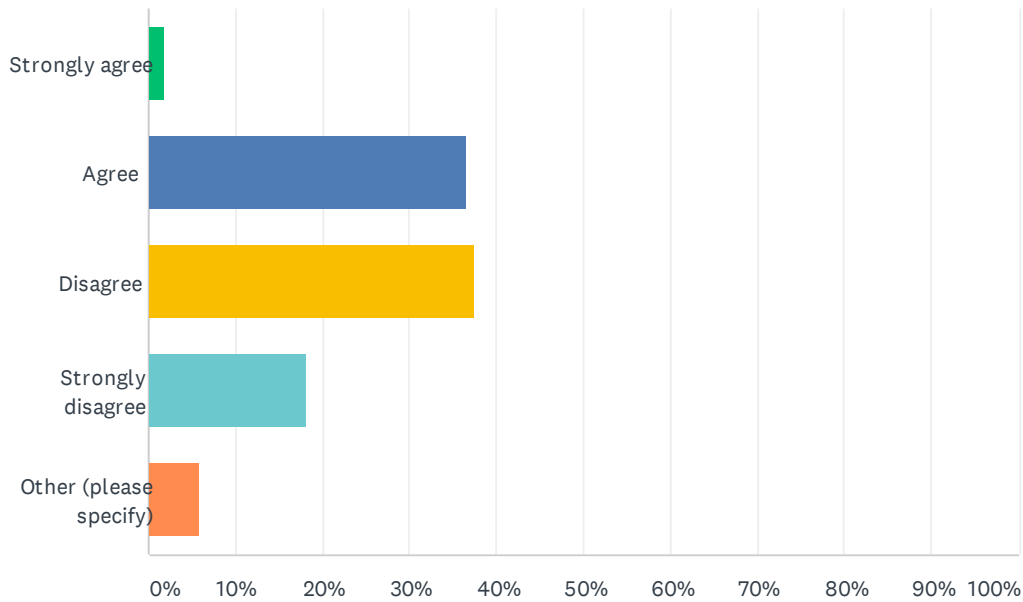
Q14 What strategies have you used to establish a daily and weekly schedule for remote learning? Select all that apply.

Answered: 100 Skipped: 5



Q15 The school and teacher expectations for remote learning have been clear for our family.

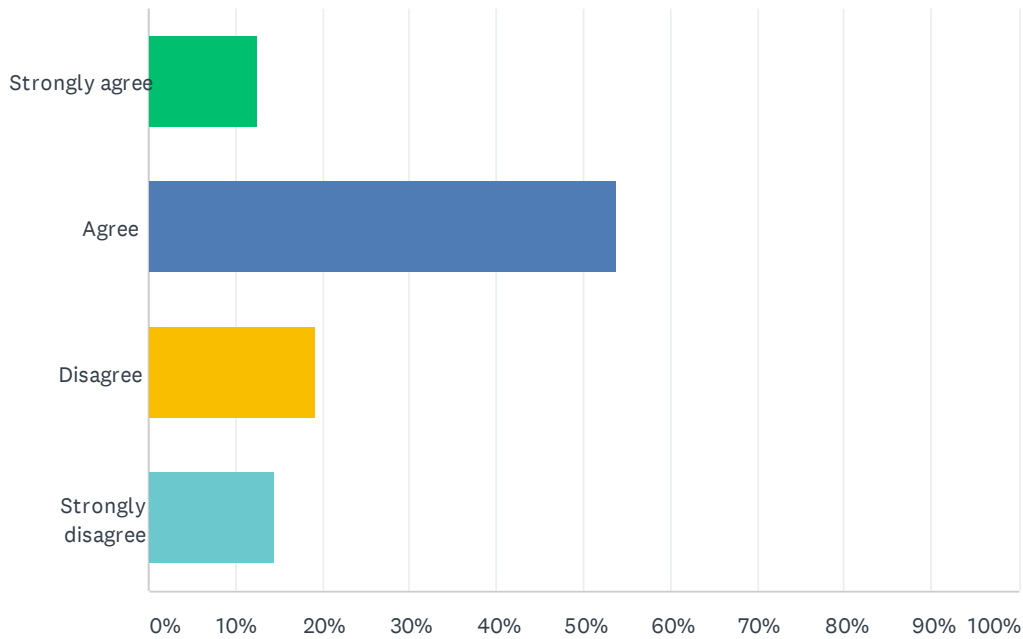
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	1.92%	2
Agree	36.54%	38
Disagree	37.50%	39
Strongly disagree	18.27%	19
Other (please specify)	5.77%	6
TOTAL		104

Q16 The expectations of remote learning have been manageable for our family.

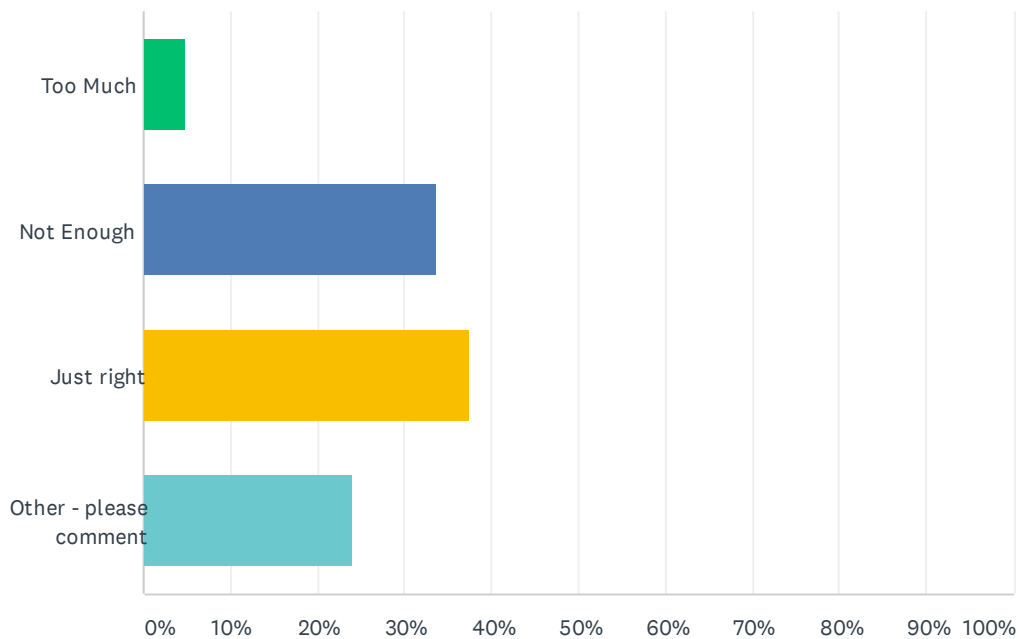
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	12.50%	13
Agree	53.85%	56
Disagree	19.23%	20
Strongly disagree	14.42%	15
TOTAL		104

Q17 During school closure and remote learning, MERSD's communication plan was to provide multiple points of contact per week, teacher, school principal, and superintendent. Our intent was to provide timely updates about class, school, and district information. How would you describe this level of communication?

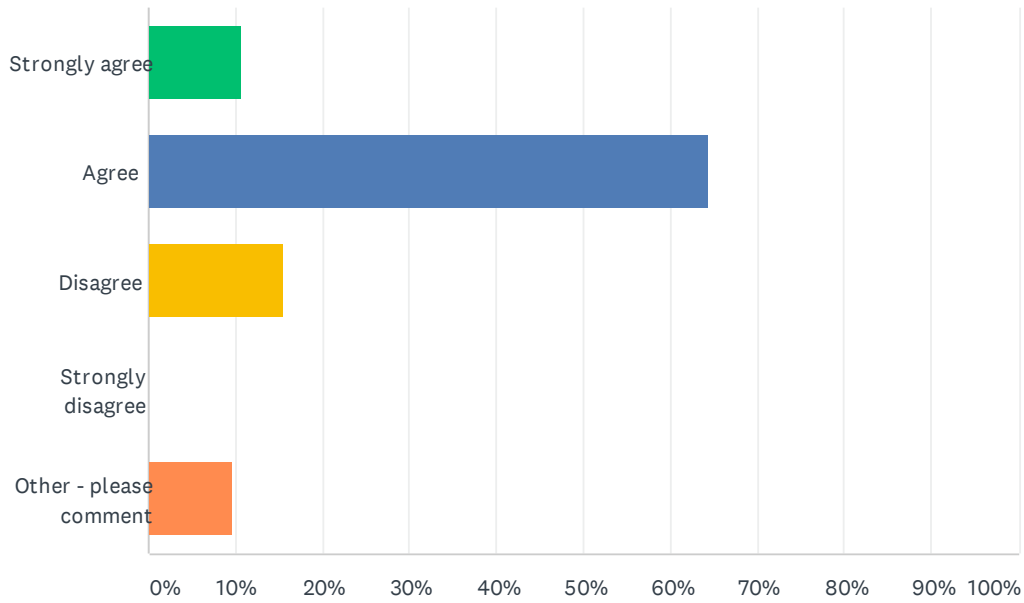
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Too Much	4.81%	5
Not Enough	33.65%	35
Just right	37.50%	39
Other - please comment	24.04%	25
TOTAL		104

Q18 My child/children and I knew how to communicate with the teacher(s).

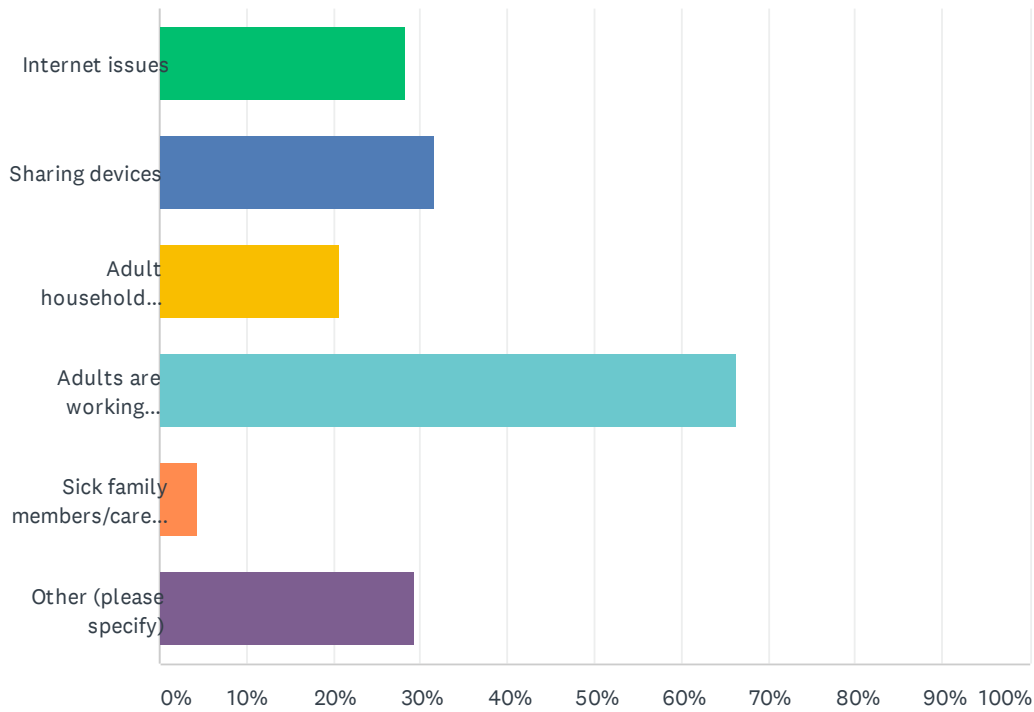
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	10.58%	11
Agree	64.42%	67
Disagree	15.38%	16
Strongly disagree	0.00%	0
Other - please comment	9.62%	10
TOTAL		104

Q19 Were there any challenges that you and/or your child/children experienced at home? Check all that apply.

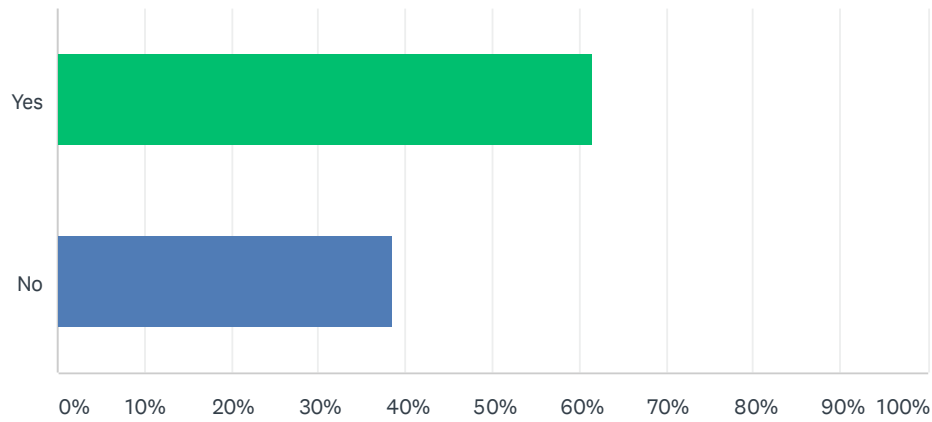
Answered: 92 Skipped: 13



ANSWER CHOICES	RESPONSES	
Internet issues	28.26%	26
Sharing devices	31.52%	29
Adult household members are essential workers and are working outside of the home	20.65%	19
Adults are working remotely from home	66.30%	61
Sick family members/care taking for others	4.35%	4
Other (please specify)	29.35%	27
Total Respondents: 92		

Q20 During the period of remote learning and school closure, did you have concerns about your child/children's social-emotional well-being?

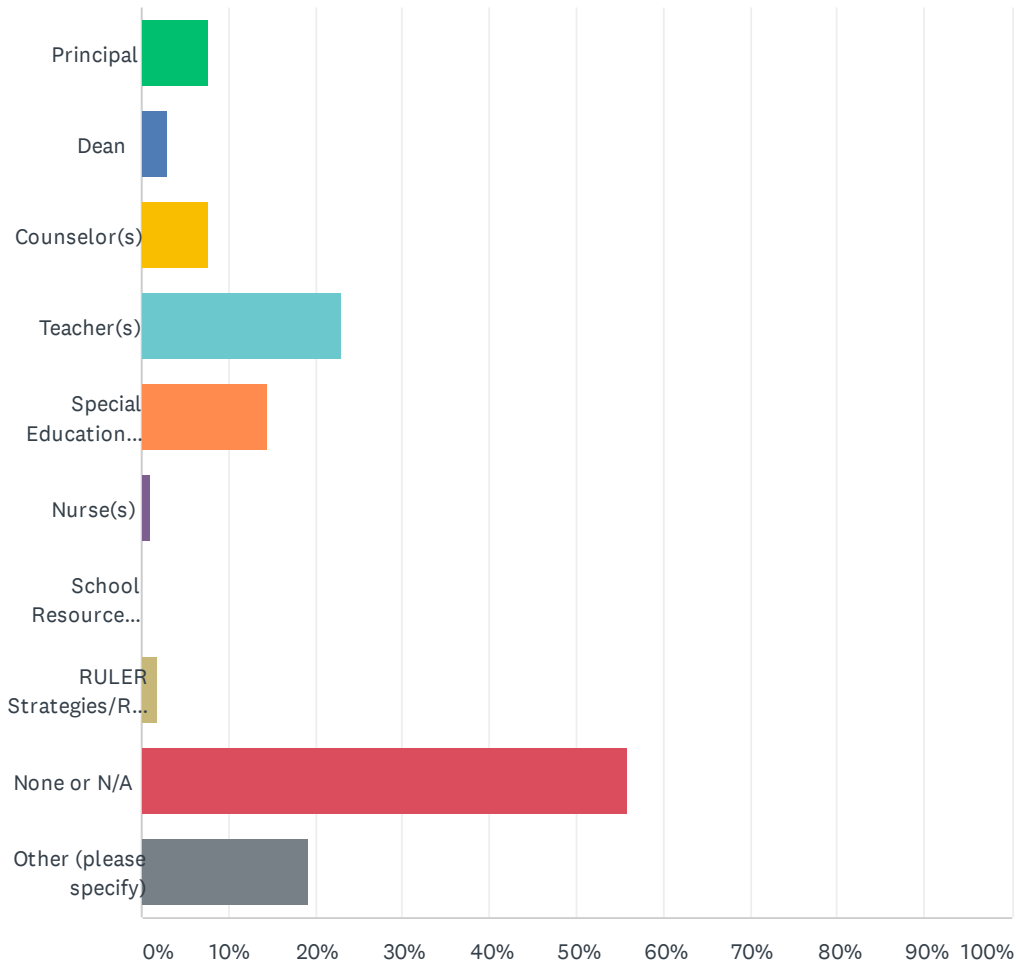
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	61.54%	64
No	38.46%	40
TOTAL		104

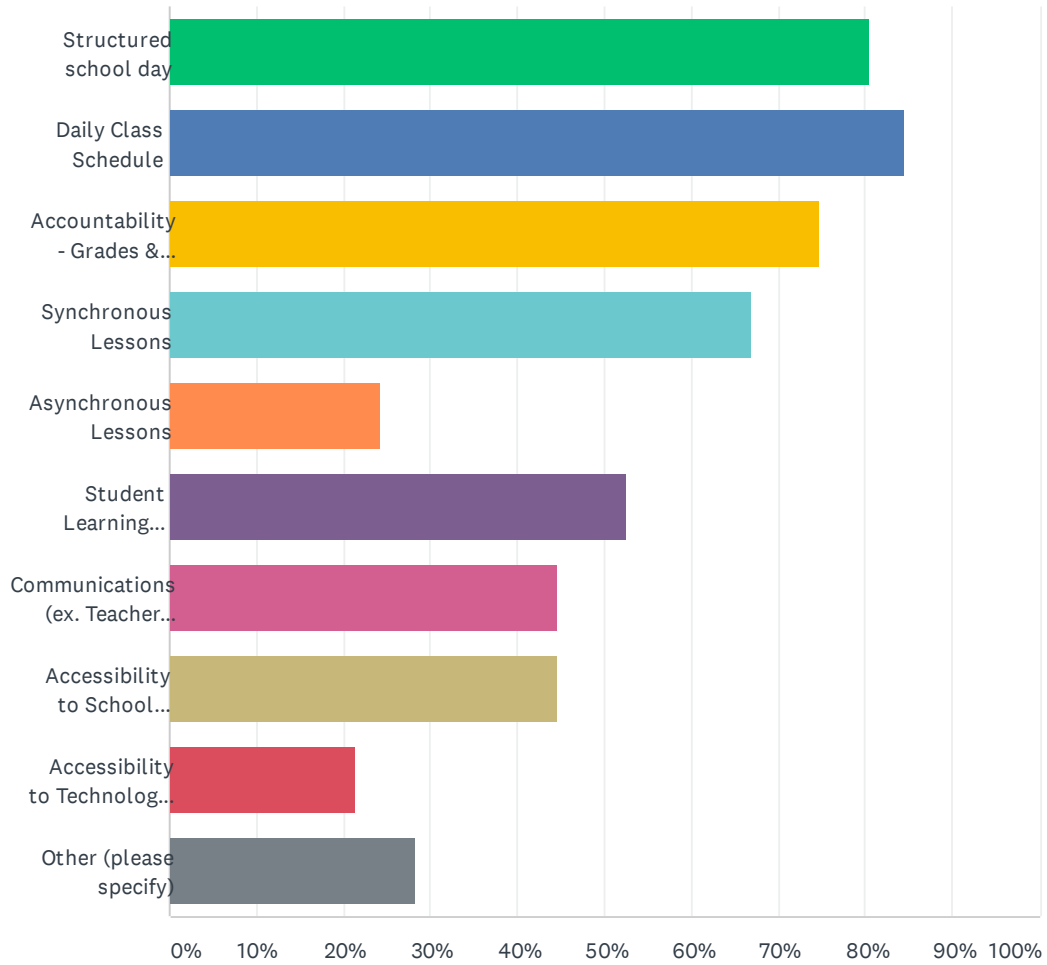
Q21 During the period of Remote Learning and school closure, what school resources did you use to support your child/children's social or emotional needs? Check all that apply.

Answered: 104 Skipped: 1



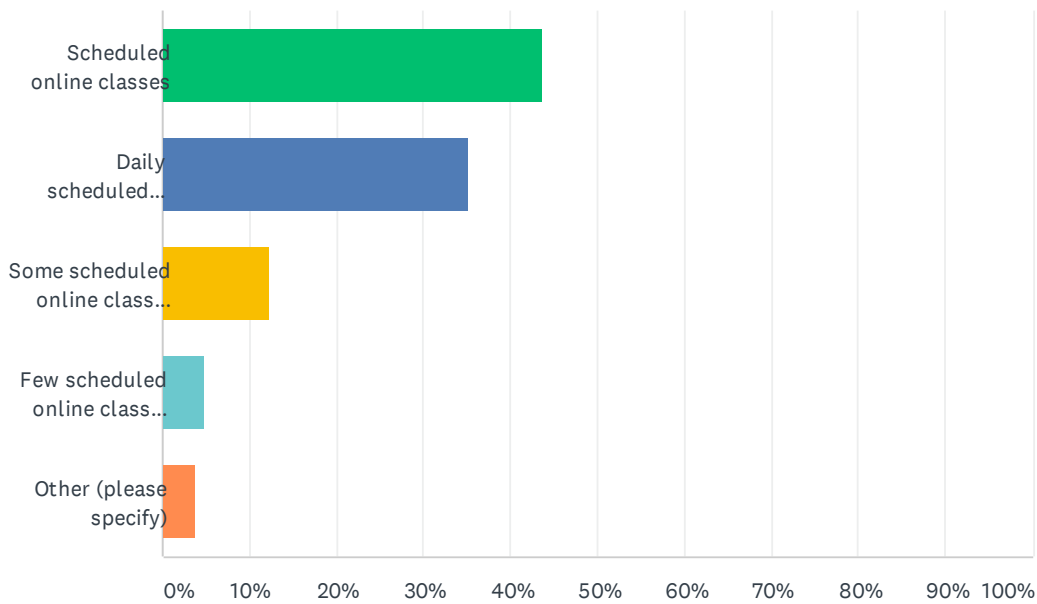
Q22 Based on the DESE State Guidelines, remote learning will likely be part of the 2020-2021 school year learning environment. What improvements would you recommend for strengthening MERSD's Remote Learning Program?

Answered: 103 Skipped: 2



Q23 As we prepare for Phase IV of Remote Learning for 2020-2021, which type of learning schedule would best suit your family's needs?

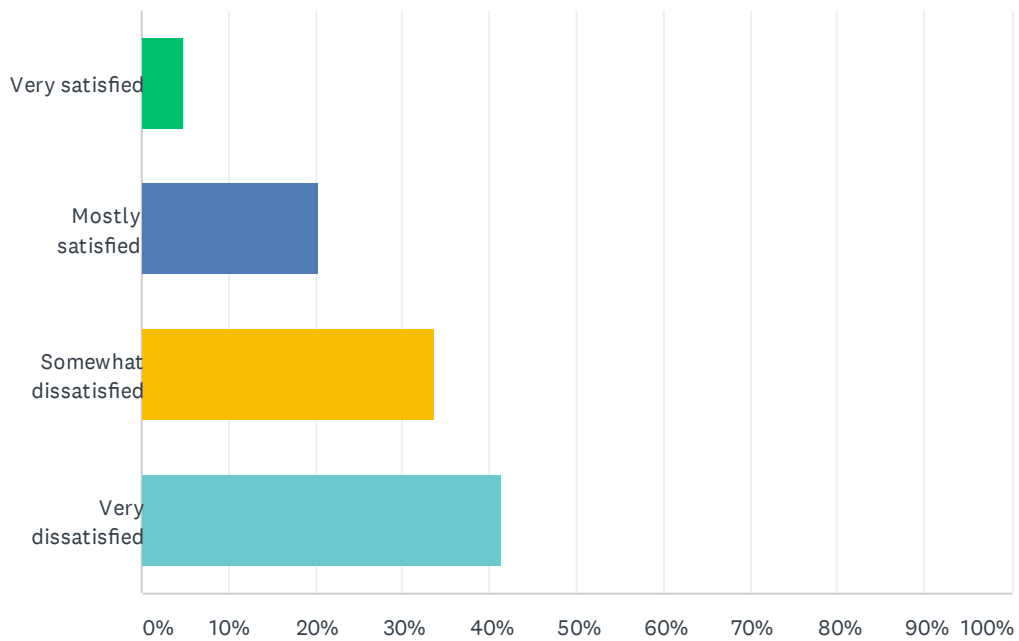
Answered: 105 Skipped: 0



ANSWER CHOICES	RESPONSES	
Scheduled online classes	43.81%	46
Daily scheduled online classes with the flexibility to complete work at convenient times	35.24%	37
Some scheduled online classes with more flexibility to continue learning	12.38%	13
Few scheduled online classes with independent learning at a time that works for our family	4.76%	5
Other (please specify)	3.81%	4
TOTAL		105

Q24 Overall, please rate your level of satisfaction with remote learning at your school during the Spring of 2020.

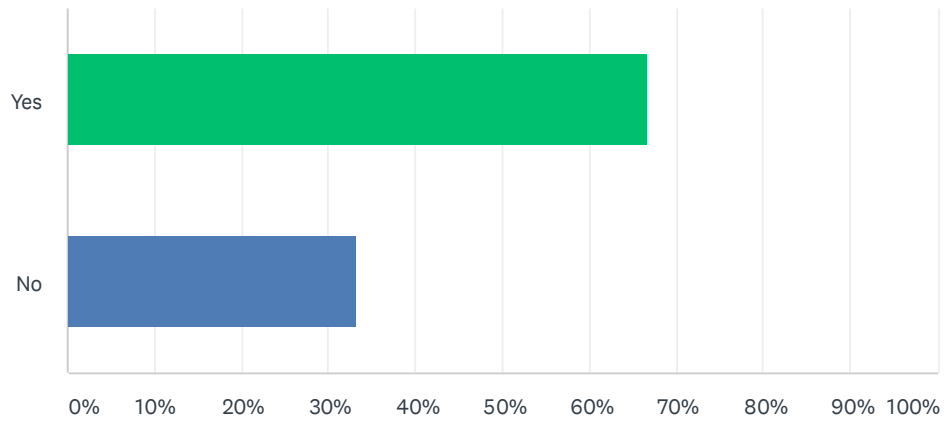
Answered: 104 Skipped: 1



ANSWER CHOICES	RESPONSES	
Very satisfied	4.81%	5
Mostly satisfied	20.19%	21
Somewhat dissatisfied	33.65%	35
Very dissatisfied	41.35%	43
TOTAL		104

Q27 Would you be willing to provide feedback about our remote learning plan through a virtual parent meeting?

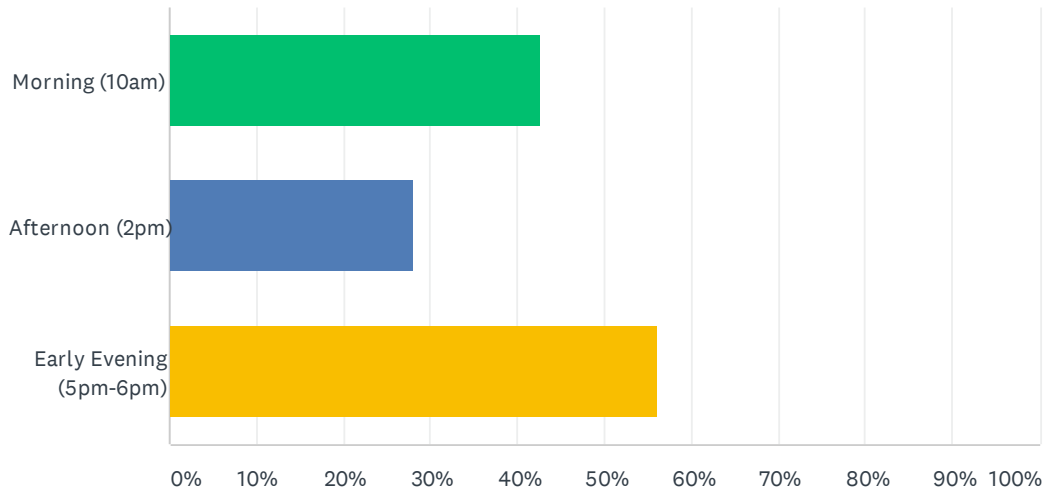
Answered: 99 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	66.67%	66
No	33.33%	33
TOTAL		99

Q28 We are planning to hold Virtual Parent Feedback Meetings the week of July 6th. What would be the best time for you to participate in a virtual parent feedback meeting? Please select all that apply...

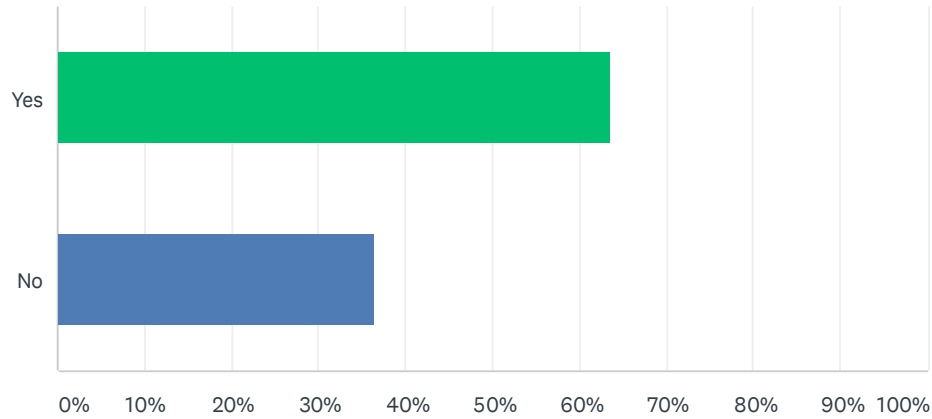
Answered: 82 Skipped: 23



ANSWER CHOICES	RESPONSES
Morning (10am)	42.68% 35
Afternoon (2pm)	28.05% 23
Early Evening (5pm-6pm)	56.10% 46
Total Respondents: 82	

Q29 Knowing that remote learning will likely be part of the 2020-2021 school year learning environment, would you be interested in participating in parent training workshops and information sessions focusing on student and school technology and programs.

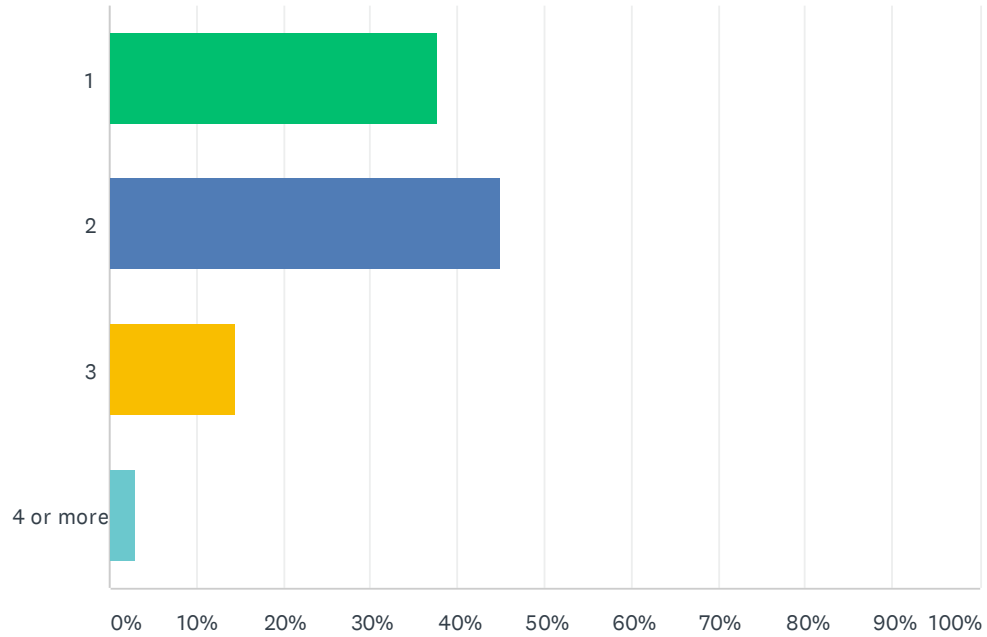
Answered: 99 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	63.64%	63
No	36.36%	36
TOTAL		99

Q1 How many school age children reside in your home?

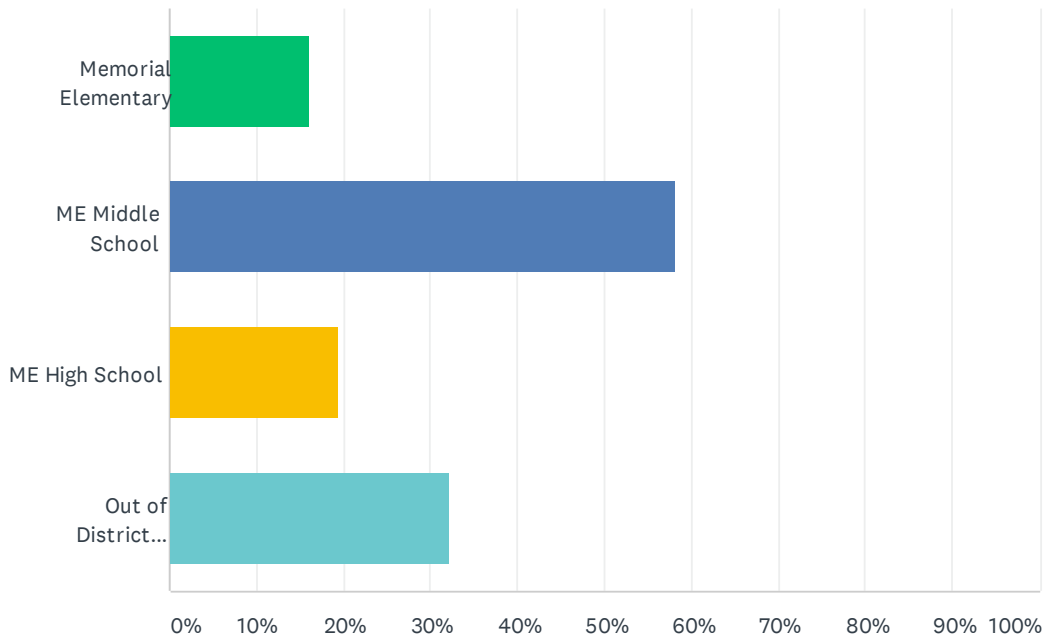
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	37.68%	26
2	44.93%	31
3	14.49%	10
4 or more	2.90%	2
Total Respondents: 69		

Q2 Do you have children who attend other schools in the District? Check all that apply:

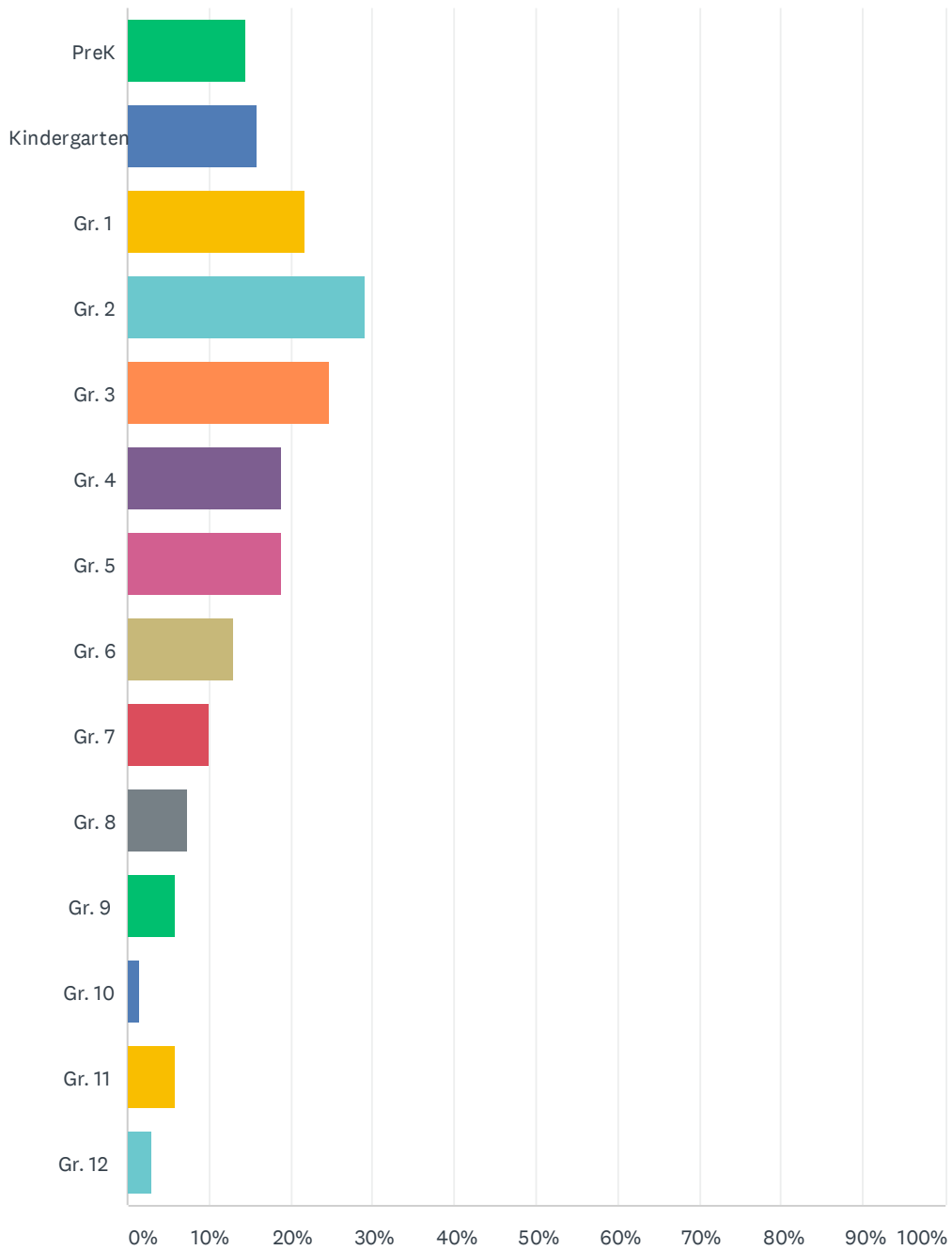
Answered: 31 Skipped: 38



ANSWER CHOICES	RESPONSES
Memorial Elementary	16.13% 5
ME Middle School	58.06% 18
ME High School	19.35% 6
Out of District Program	32.26% 10
Total Respondents: 31	

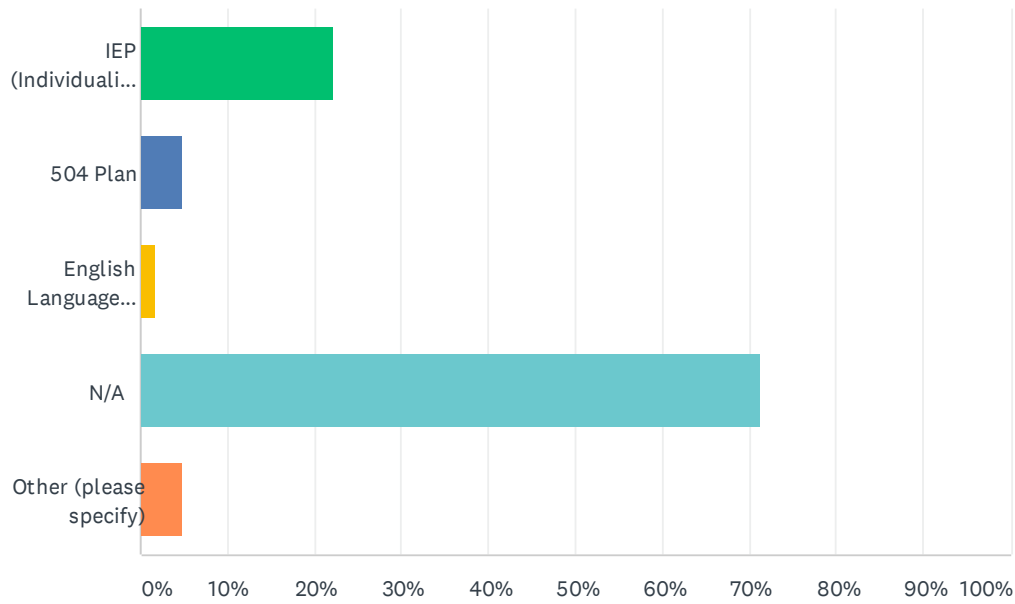
Q3 Select all grade levels that applied to children in your household during the Spring of 2020:

Answered: 69 Skipped: 0



Q4 At this school, my child receives the following educational services (check all that apply).

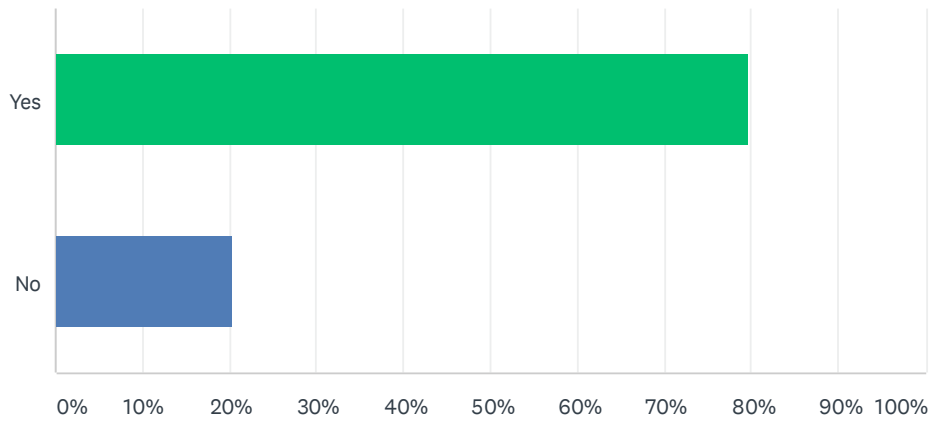
Answered: 63 Skipped: 6



ANSWER CHOICES	RESPONSES	
IEP (Individualized Education Plan)	22.22%	14
504 Plan	4.76%	3
English Language Learner support	1.59%	1
N/A	71.43%	45
Other (please specify)	4.76%	3
Total Respondents: 63		

Q5 Were there any adults in the household working remotely during school closure?

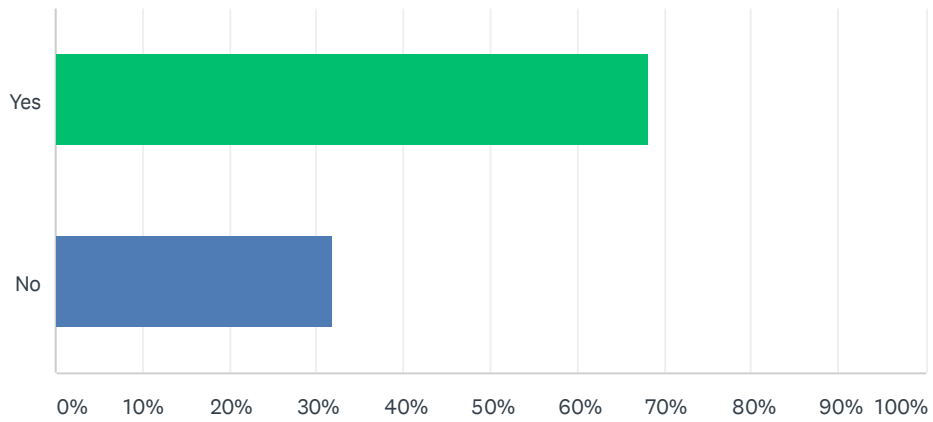
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	79.71%	55
No	20.29%	14
TOTAL		69

Q6 If you answered yes to Question 5, do you anticipate working remotely in the Fall of 2020?

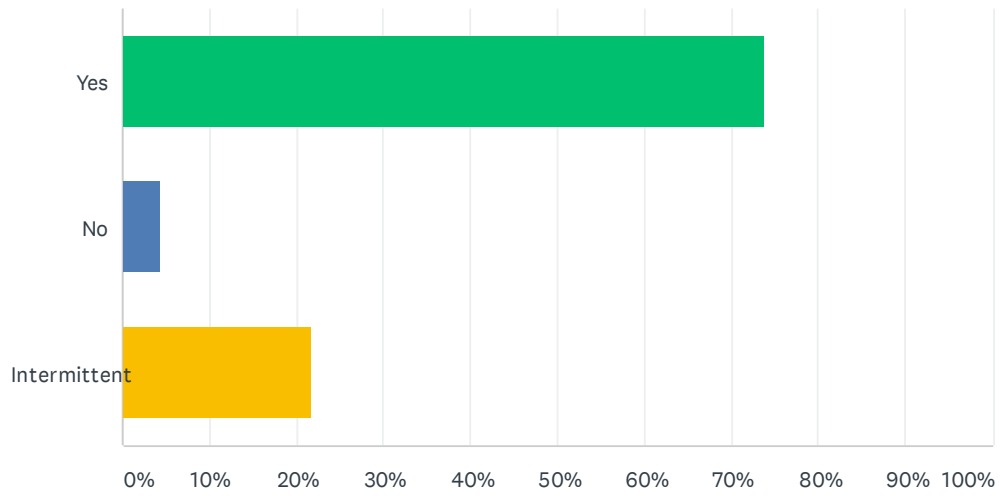
Answered: 63 Skipped: 6



ANSWER CHOICES	RESPONSES	
Yes	68.25%	43
No	31.75%	20
TOTAL		63

Q7 Is there sufficient bandwidth for wifi/internet use in your household by multiple users?

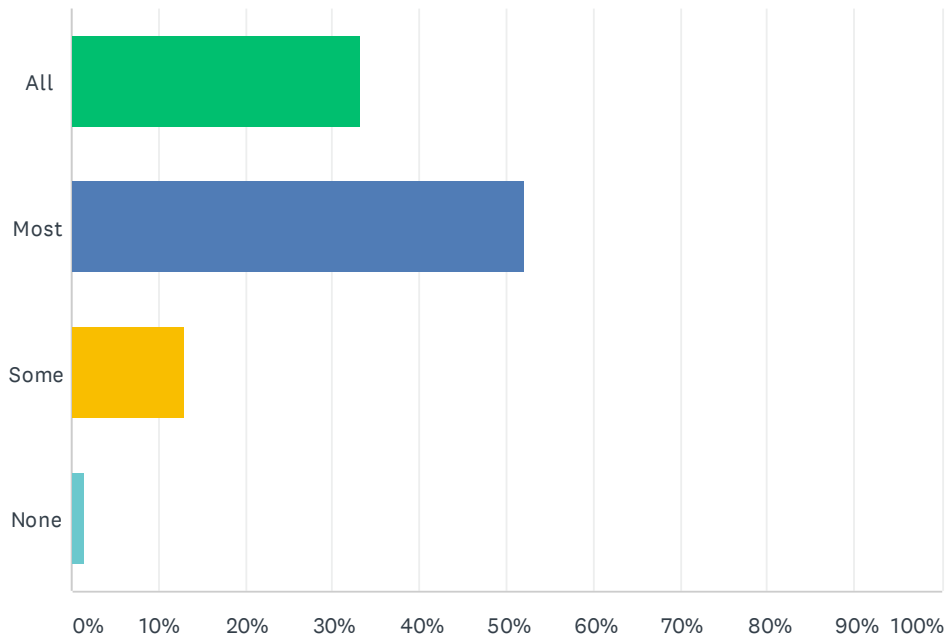
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	73.91%	51
No	4.35%	3
Intermittent	21.74%	15
TOTAL		69

Q8 My child/children participated in _____ of the remote learning experiences.

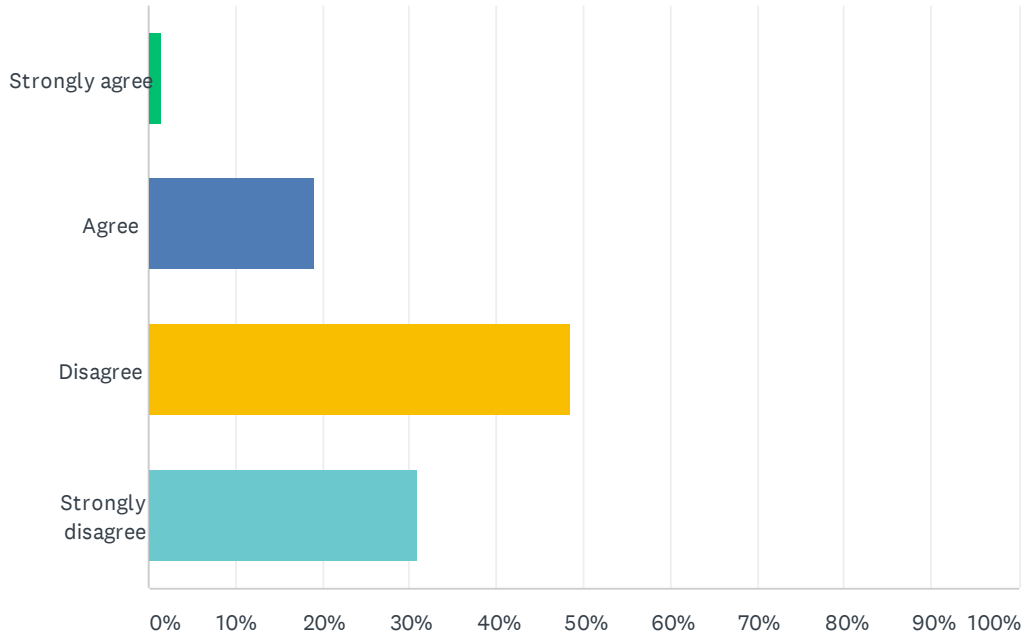
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
All	33.33%	23
Most	52.17%	36
Some	13.04%	9
None	1.45%	1
TOTAL		69

Q9 My child/children enjoyed remote learning.

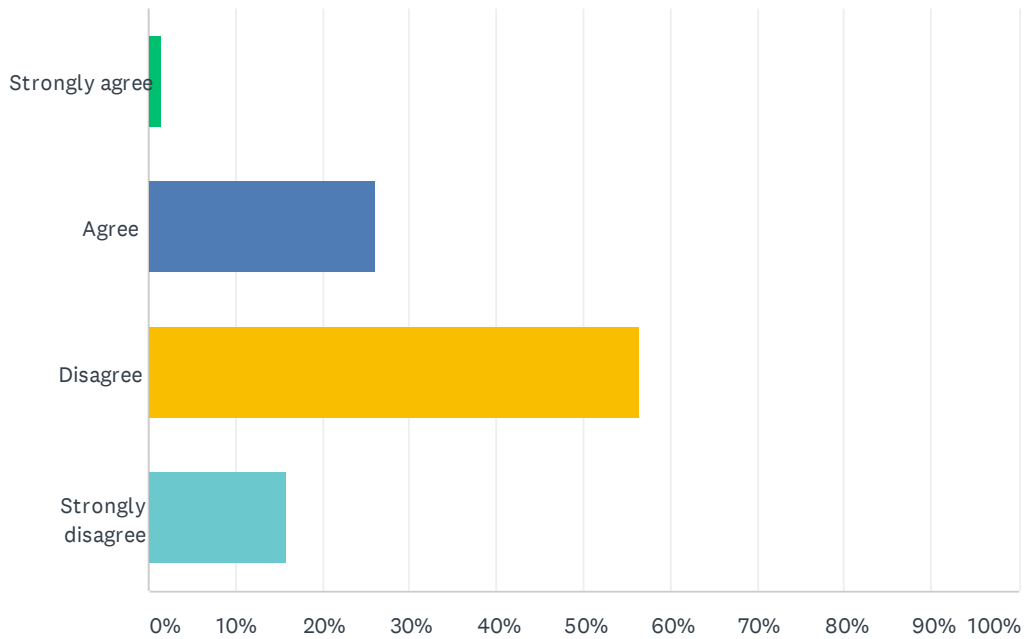
Answered: 68 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	1.47%	1
Agree	19.12%	13
Disagree	48.53%	33
Strongly disagree	30.88%	21
TOTAL		68

Q10 My child/children indicated that remote learning lessons and assignments were engaging.

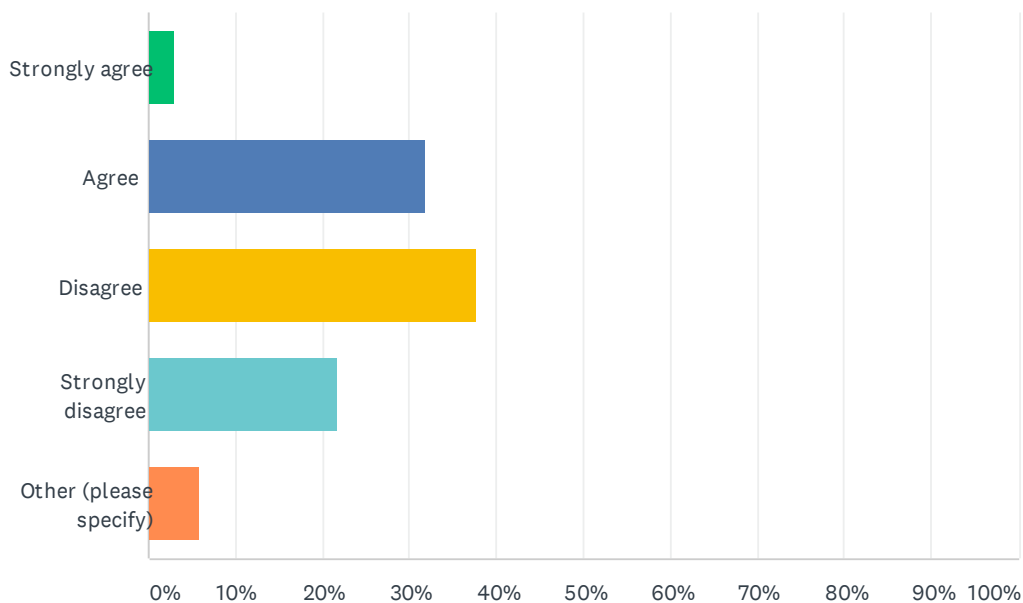
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	1.45%	1
Agree	26.09%	18
Disagree	56.52%	39
Strongly disagree	15.94%	11
TOTAL		69

Q11 After the transition to Remote Learning Phase III, my child/children indicated that they learned new content or skills in remote lessons and meetings.

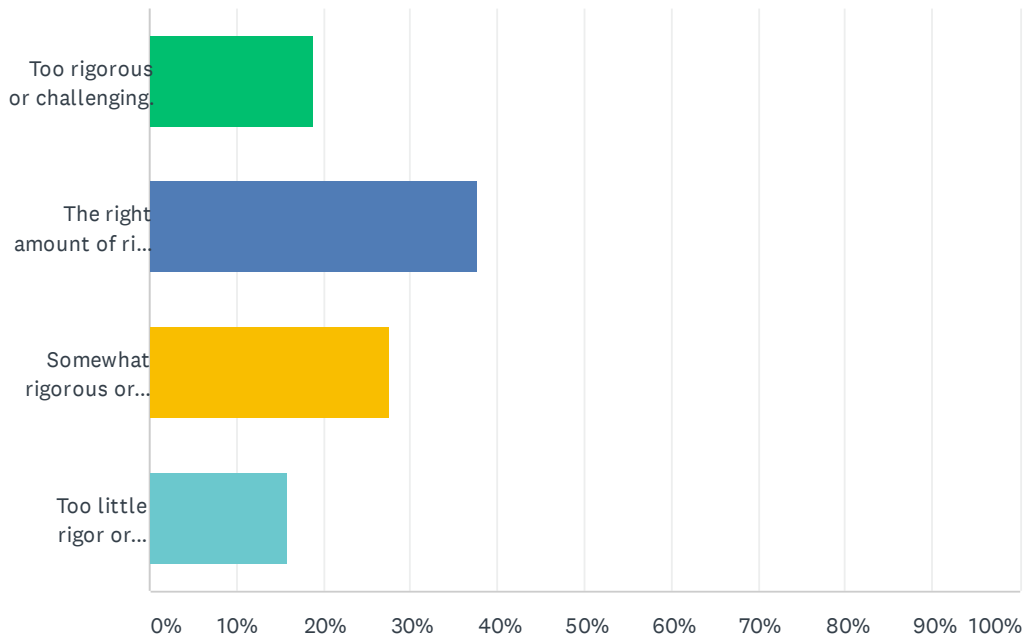
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	2.90%	2
Agree	31.88%	22
Disagree	37.68%	26
Strongly disagree	21.74%	15
Other (please specify)	5.80%	4
TOTAL		69

Q12 How would you describe the rigor or challenge of remote learning activities?

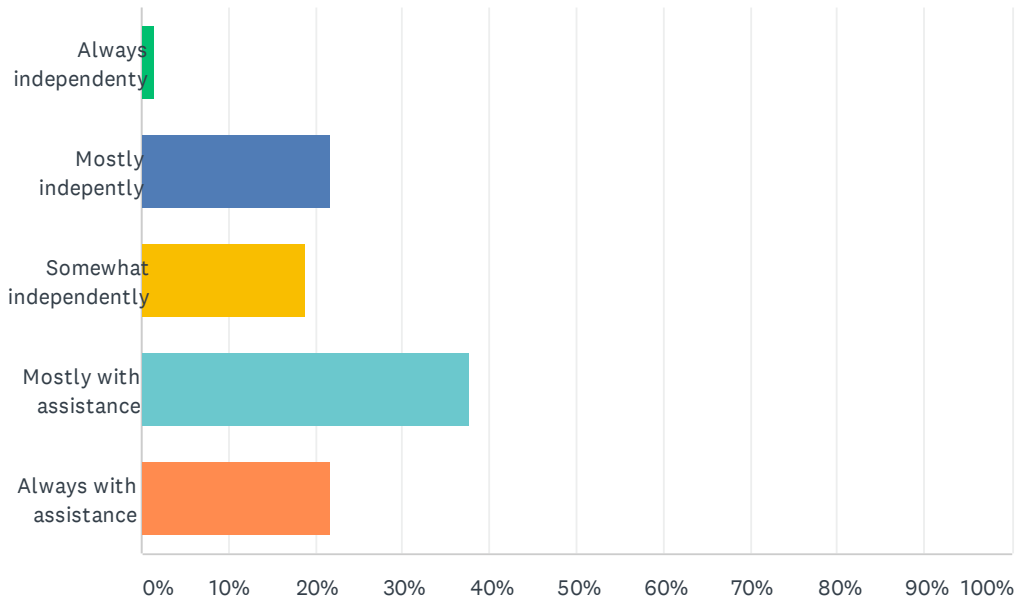
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Too rigorous or challenging.	18.84%	13
The right amount of rigor and challenge.	37.68%	26
Somewhat rigorous or challenging.	27.54%	19
Too little rigor or challenge.	15.94%	11
TOTAL		69

Q13 How independently did your child/children navigate remote learning technology? (Ex. Using Google Classroom, Zoom, and other digital learning platforms)

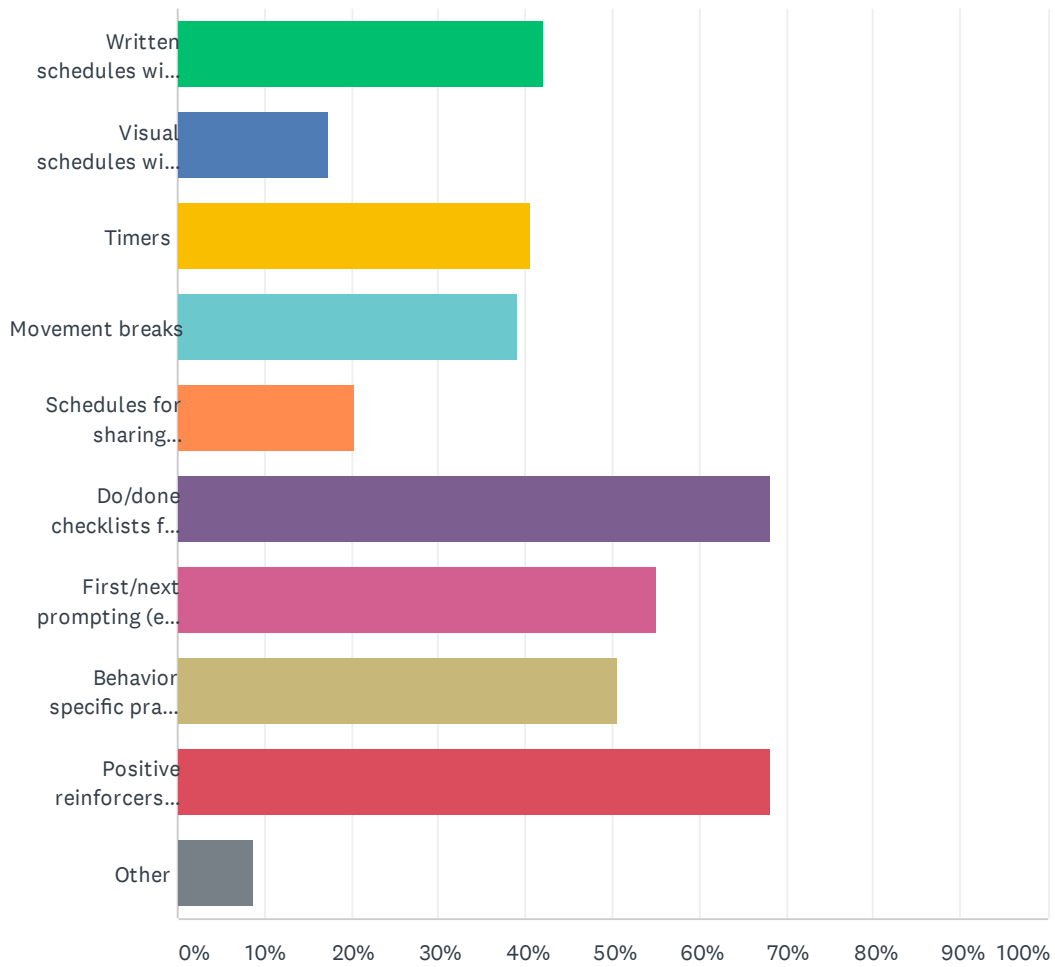
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES
Always independently	1.45% 1
Mostly indepently	21.74% 15
Somewhat independently	18.84% 13
Mostly with assistance	37.68% 26
Always with assistance	21.74% 15
Total Respondents: 69	

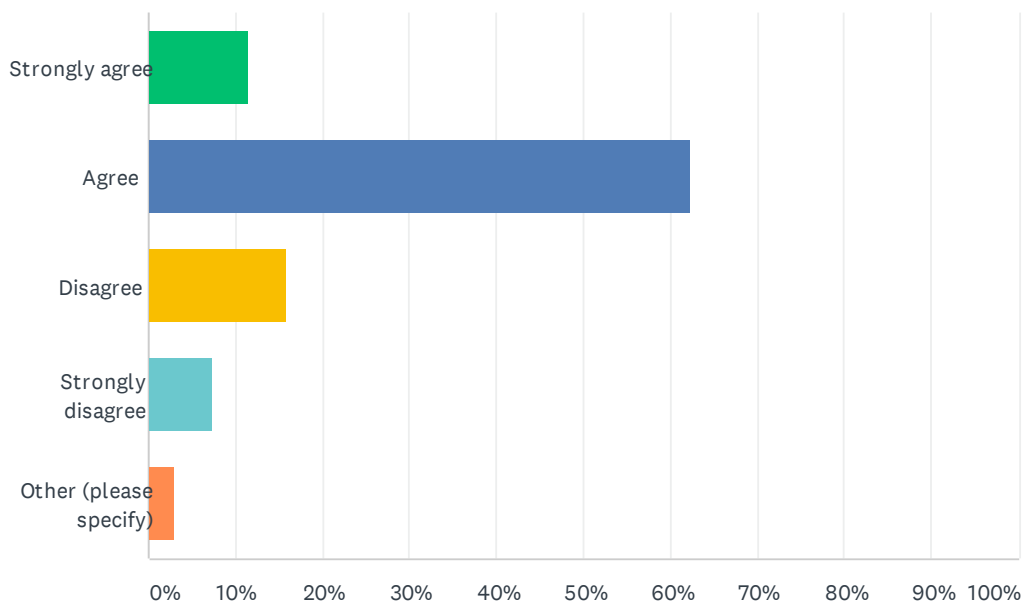
Q14 What strategies have you used to establish a daily and weekly schedule for remote learning? Select all that apply.

Answered: 69 Skipped: 0



Q15 The school and teacher expectations for remote learning have been clear for our family.

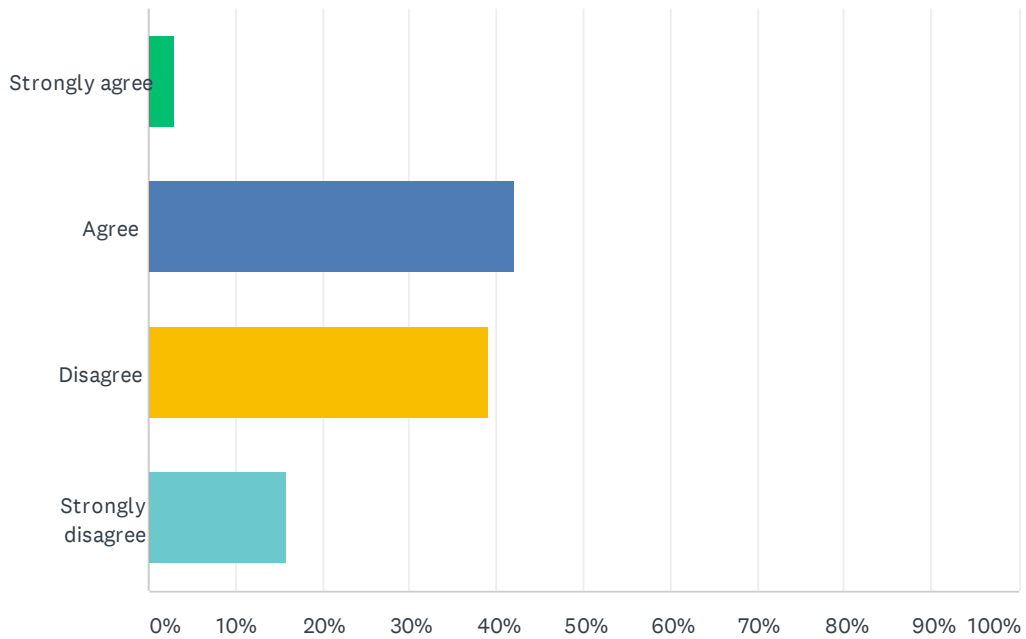
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	11.59%	8
Agree	62.32%	43
Disagree	15.94%	11
Strongly disagree	7.25%	5
Other (please specify)	2.90%	2
TOTAL		69

Q16 The expectations of remote learning have been manageable for our family.

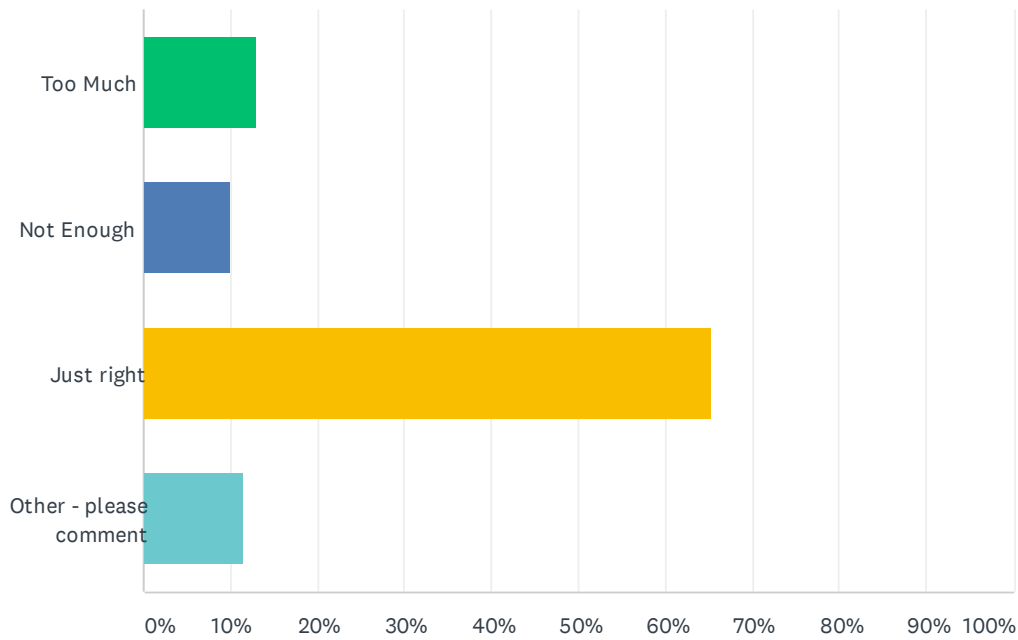
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	2.90%	2
Agree	42.03%	29
Disagree	39.13%	27
Strongly disagree	15.94%	11
TOTAL		69

Q17 During school closure and remote learning, MERSD's communication plan was to provide multiple points of contact per week, teacher, school principal, and superintendent. Our intent was to provide timely updates about class, school, and district information. How would you describe this level of communication?

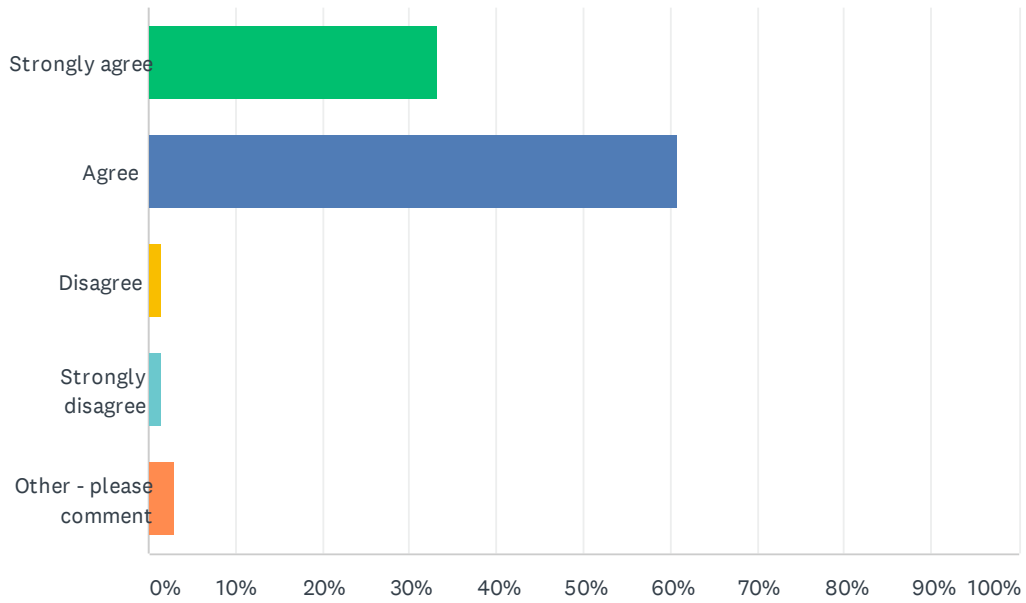
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES
Too Much	13.04% 9
Not Enough	10.14% 7
Just right	65.22% 45
Other - please comment	11.59% 8
TOTAL	69

Q18 My child/children and I knew how to communicate with the teacher(s).

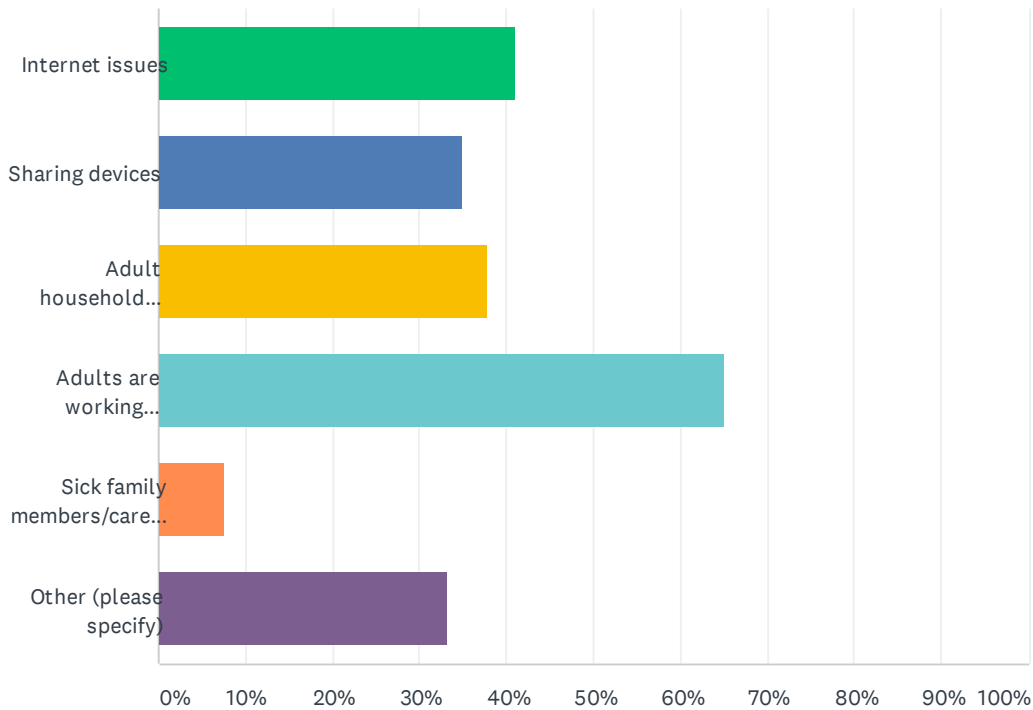
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	23
Agree	60.87%	42
Disagree	1.45%	1
Strongly disagree	1.45%	1
Other - please comment	2.90%	2
TOTAL		69

Q19 Were there any challenges that you and/or your child/children experienced at home? Check all that apply.

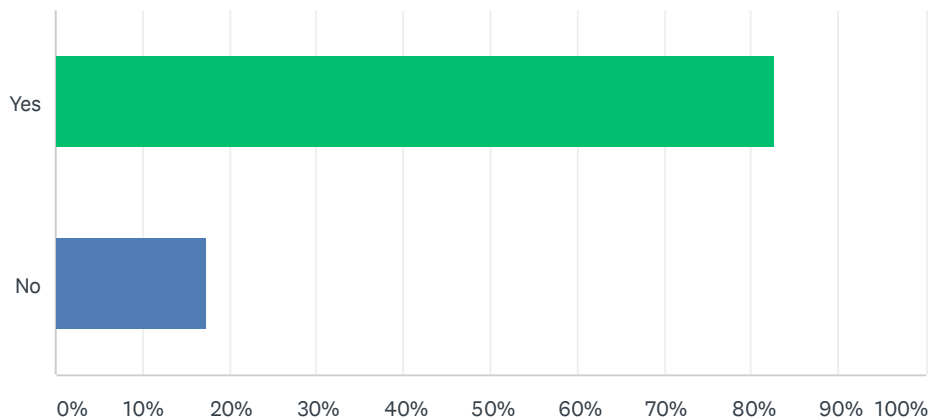
Answered: 66 Skipped: 3



ANSWER CHOICES	RESPONSES	
Internet issues	40.91%	27
Sharing devices	34.85%	23
Adult household members are essential workers and are working outside of the home	37.88%	25
Adults are working remotely from home	65.15%	43
Sick family members/care taking for others	7.58%	5
Other (please specify)	33.33%	22
Total Respondents: 66		

Q20 During the period of remote learning and school closure, did you have concerns about your child/children's social-emotional well-being?

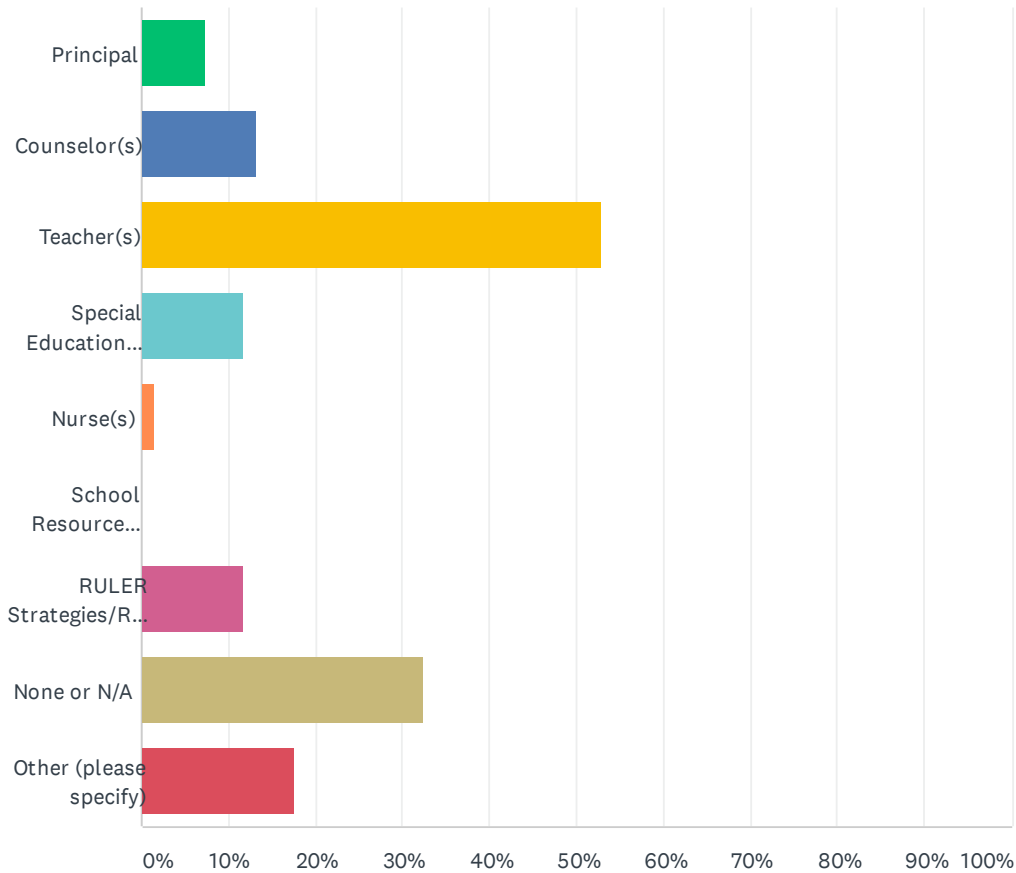
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	82.61%	57
No	17.39%	12
TOTAL		69

Q21 During the period of Remote Learning and school closure, what school resources did you use to support your child/children's social or emotional needs? Check all that apply.

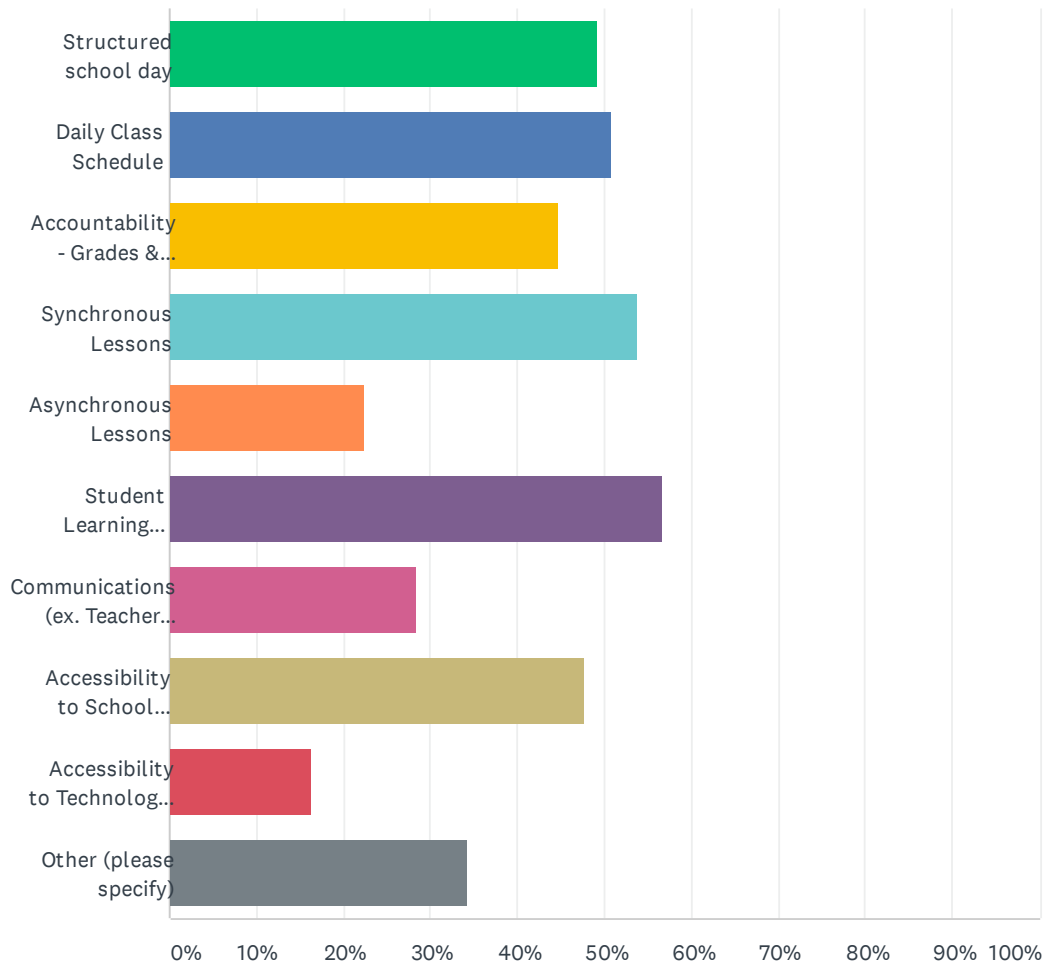
Answered: 68 Skipped: 1



ANSWER CHOICES	RESPONSES	
Principal	7.35%	5
Counselor(s)	13.24%	9
Teacher(s)	52.94%	36
Special Education Liaison(s)	11.76%	8
Nurse(s)	1.47%	1
School Resource Officer	0.00%	0
RULER Strategies/Resources	11.76%	8
None or N/A	32.35%	22
Other (please specify)	17.65%	12
Total Respondents: 68		

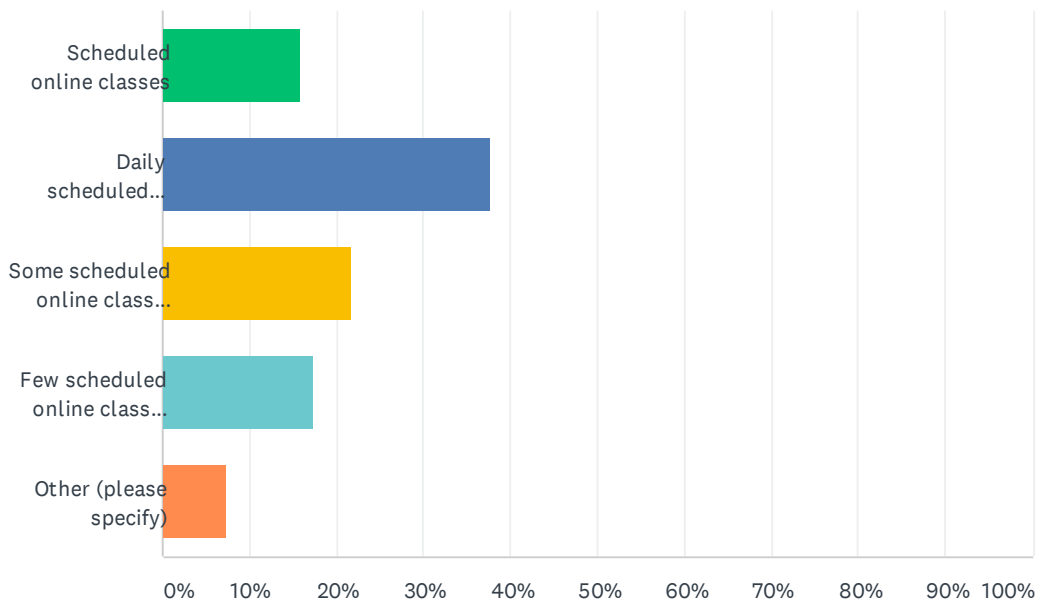
Q22 Based on the DESE State Guidelines, remote learning will likely be part of the 2020-2021 school year learning environment. What improvements would you recommend for strengthening MERSD's Remote Learning Program?

Answered: 67 Skipped: 2



Q23 As we prepare for Phase IV of Remote Learning for 2020-2021, which type of learning schedule would best suit your family's needs?

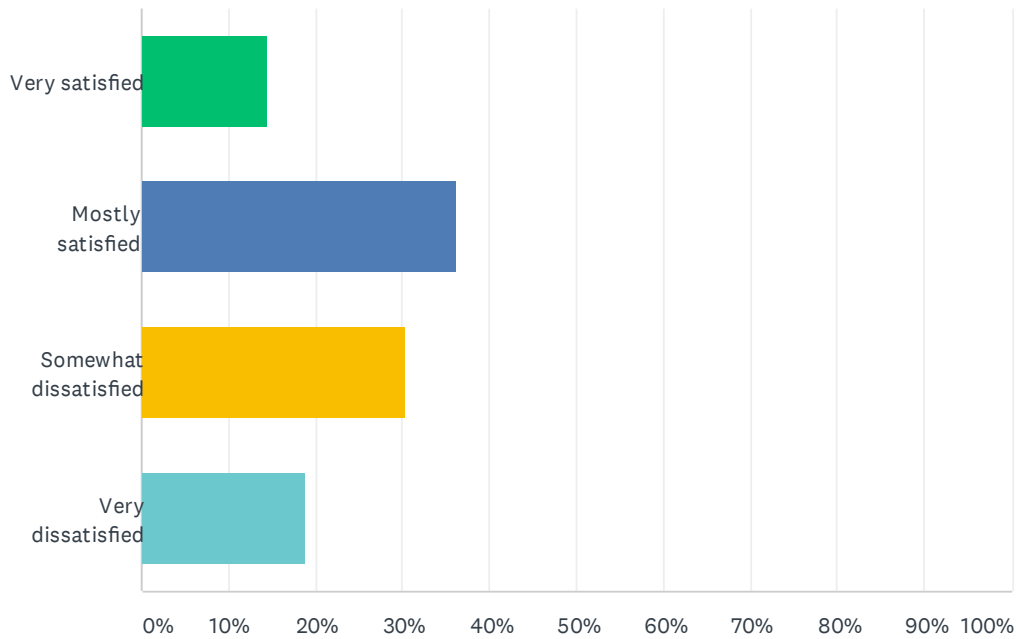
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Scheduled online classes	15.94%	11
Daily scheduled online classes with the flexibility to complete work at convenient times	37.68%	26
Some scheduled online classes with more flexibility to continue learning	21.74%	15
Few scheduled online classes with independent learning at a time that works for our family	17.39%	12
Other (please specify)	7.25%	5
TOTAL		69

Q24 Overall, please rate your level of satisfaction with remote learning at your school during the Spring of 2020.

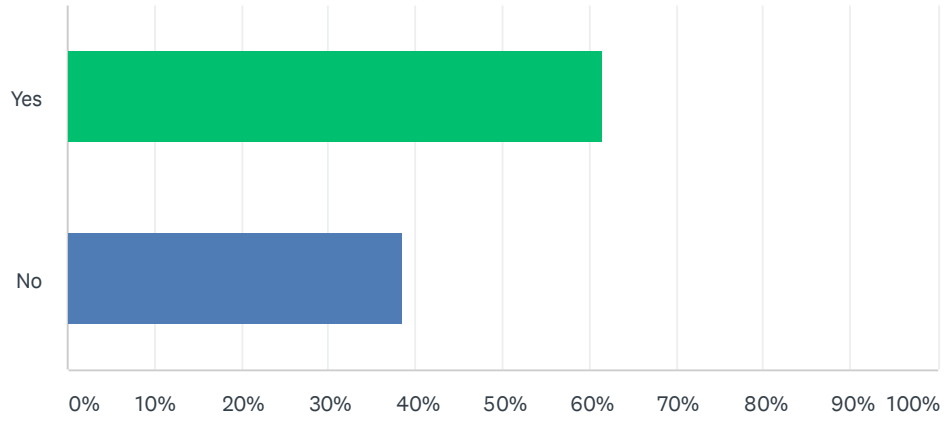
Answered: 69 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	14.49%	10
Mostly satisfied	36.23%	25
Somewhat dissatisfied	30.43%	21
Very dissatisfied	18.84%	13
TOTAL		69

Q27 Would you be willing to provide feedback about our remote learning plan through a virtual parent meeting?

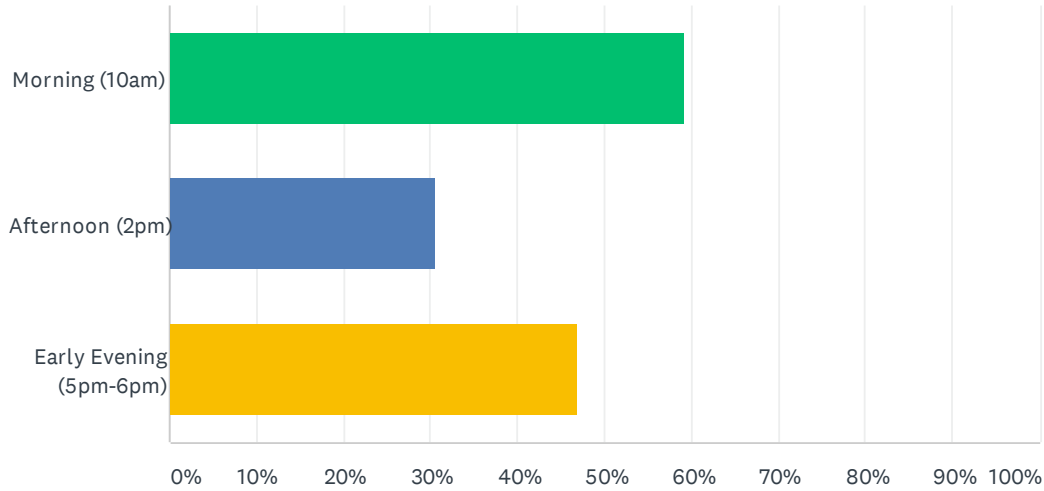
Answered: 65 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	61.54%	40
No	38.46%	25
TOTAL		65

Q28 We are planning to hold Virtual Parent Feedback Meetings the week of July 6th. What would be the best time for you to participate in a virtual parent feedback meeting? Please select all that apply...

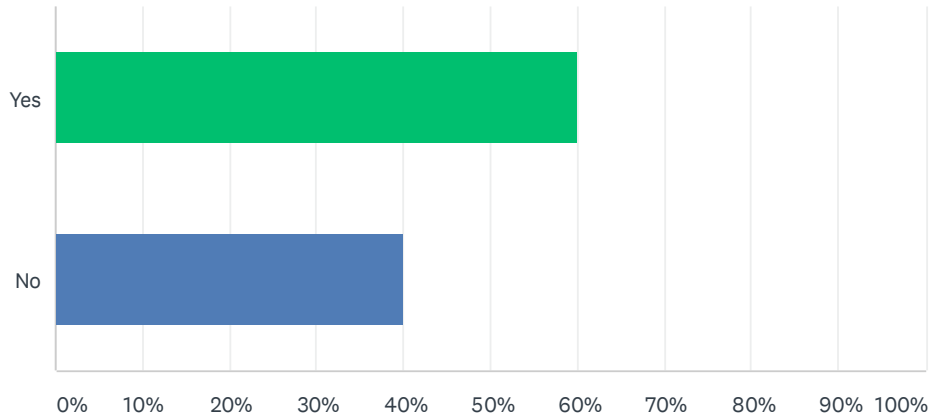
Answered: 49 Skipped: 20



ANSWER CHOICES	RESPONSES
Morning (10am)	59.18% 29
Afternoon (2pm)	30.61% 15
Early Evening (5pm-6pm)	46.94% 23
Total Respondents: 49	

Q29 Knowing that remote learning will likely be part of the 2020-2021 school year learning environment, would you be interested in participating in parent training workshops and information sessions focusing on student and school technology and programs.

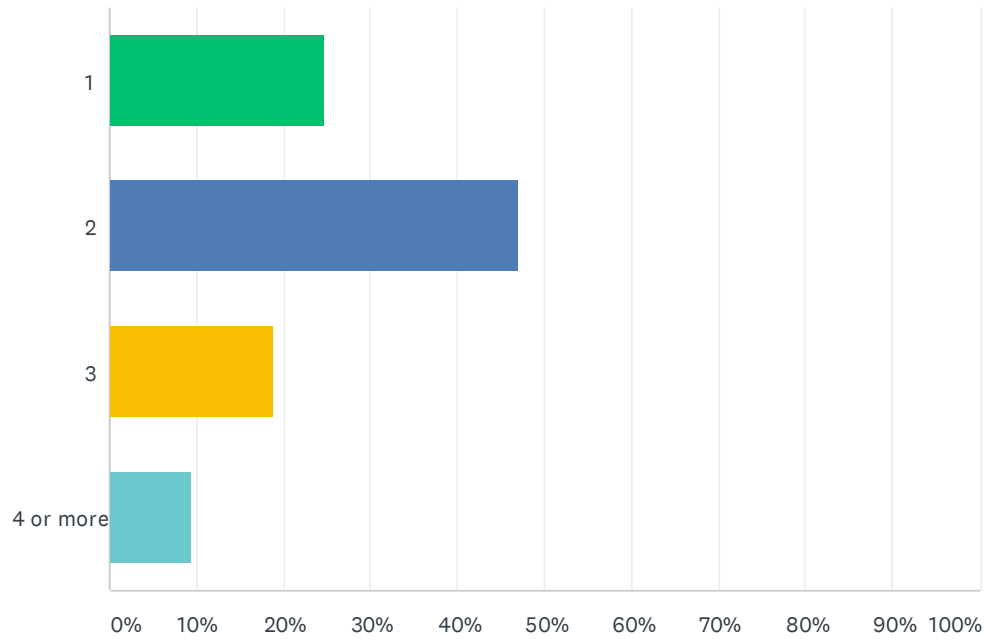
Answered: 65 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	60.00%	39
No	40.00%	26
TOTAL		65

Q1 How many school age children reside in your home?

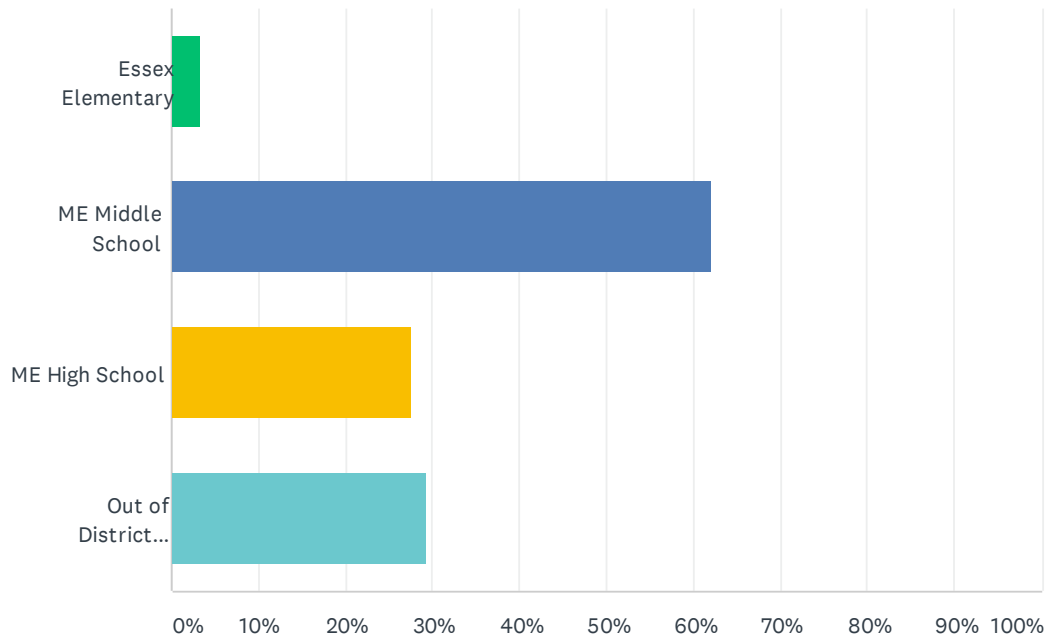
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	24.79%	29
2	47.01%	55
3	18.80%	22
4 or more	9.40%	11
Total Respondents: 117		

Q2 Do you have children who attend other schools in the District? Check all that apply:

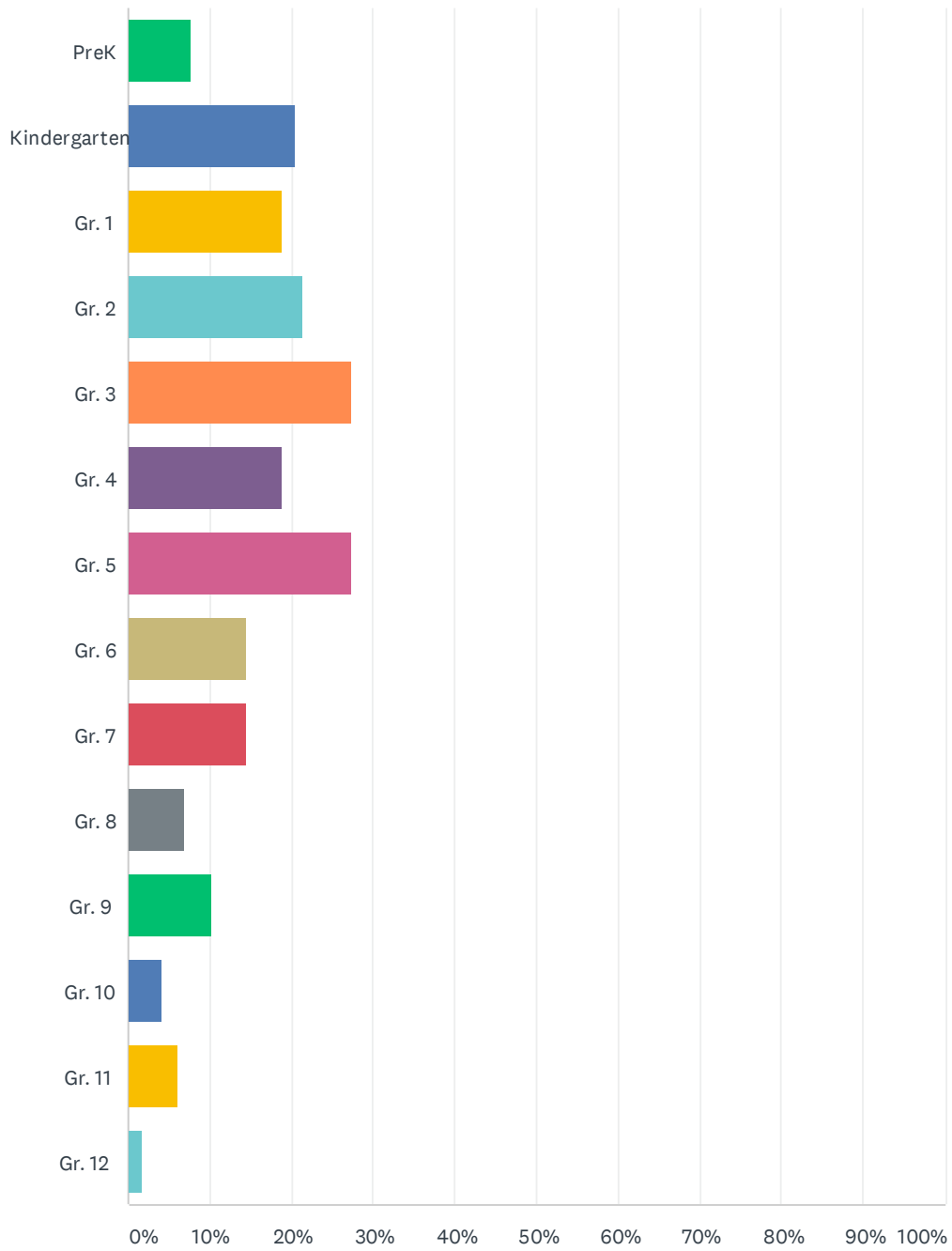
Answered: 58 Skipped: 59



ANSWER CHOICES	RESPONSES
Essex Elementary	3.45% 2
ME Middle School	62.07% 36
ME High School	27.59% 16
Out of District Program	29.31% 17
Total Respondents: 58	

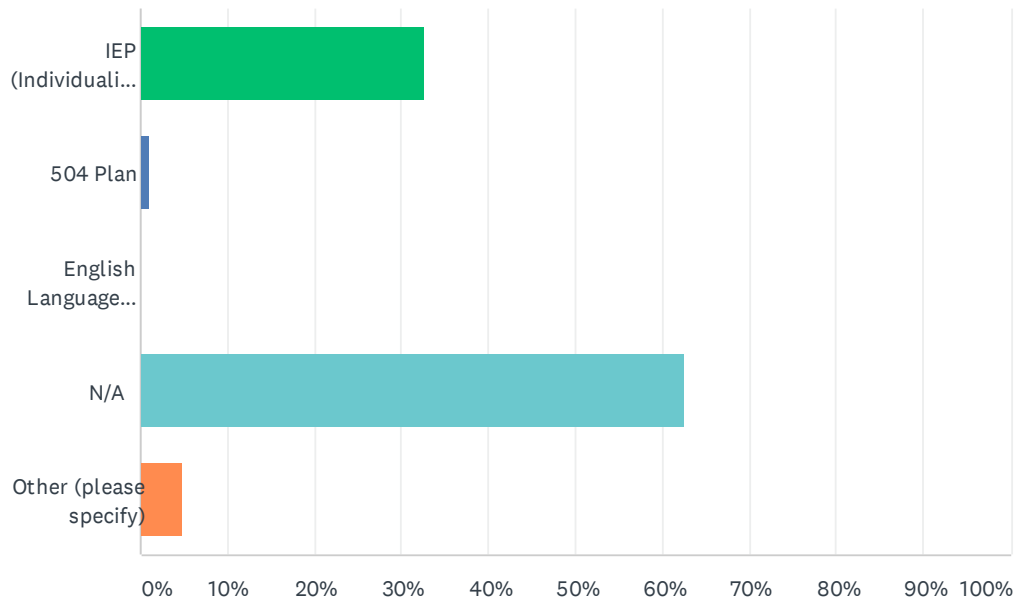
Q3 Select all grade levels that applied to children in your household during the Spring of 2020:

Answered: 117 Skipped: 0



Q4 At this school, my child receives the following educational services (check all that apply).

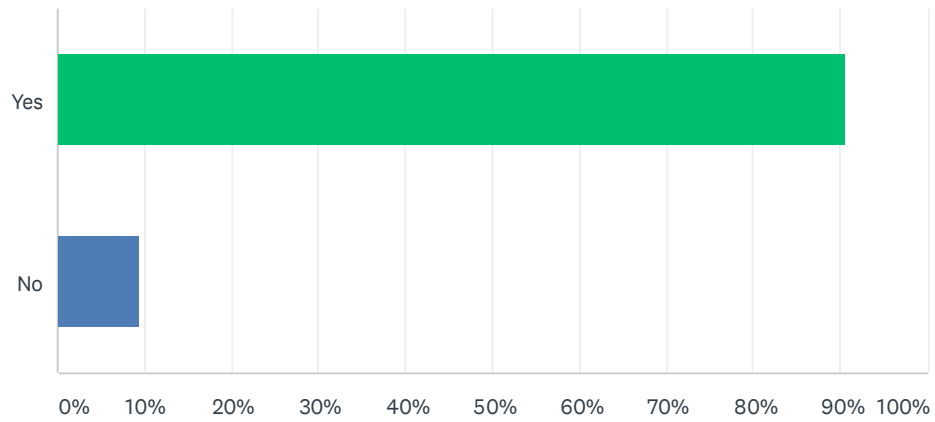
Answered: 104 Skipped: 13



ANSWER CHOICES	RESPONSES	
IEP (Individualized Education Plan)	32.69%	34
504 Plan	0.96%	1
English Language Learner support	0.00%	0
N/A	62.50%	65
Other (please specify)	4.81%	5
Total Respondents: 104		

Q5 Were there any adults in the household working remotely during school closure?

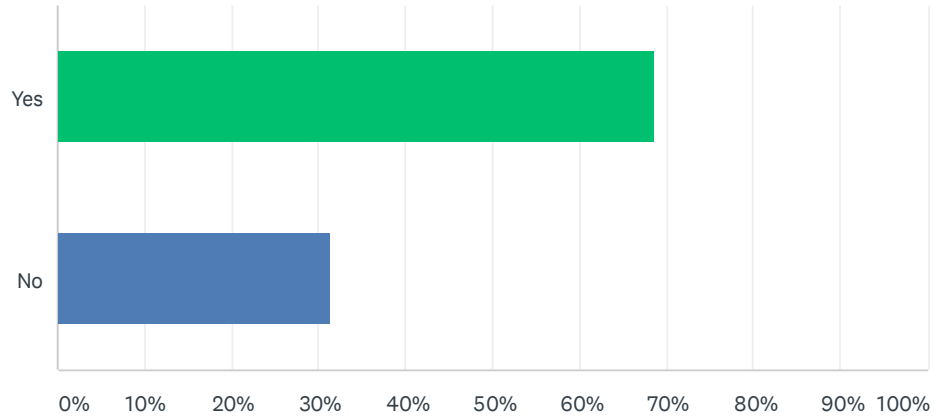
Answered: 116 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	90.52%	105
No	9.48%	11
TOTAL		116

Q6 If you answered yes to Question 5, do you anticipate working remotely in the Fall of 2020?

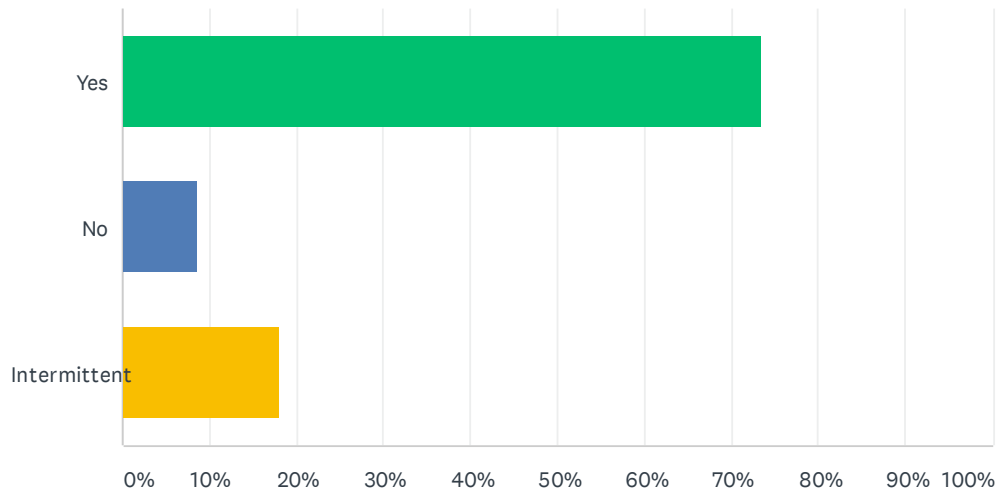
Answered: 115 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	68.70%	79
No	31.30%	36
TOTAL		115

Q7 Is there sufficient bandwidth for wifi/internet use in your household by multiple users?

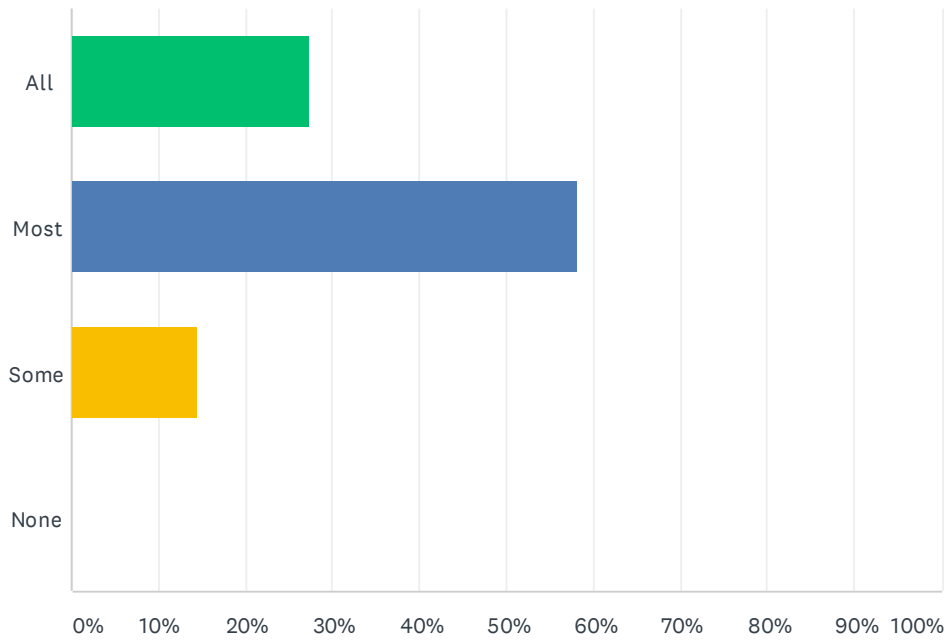
Answered: 117 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		73.50%	86
No		8.55%	10
Intermittent		17.95%	21
TOTAL			117

Q8 My child/children participated in _____ of the remote learning experiences.

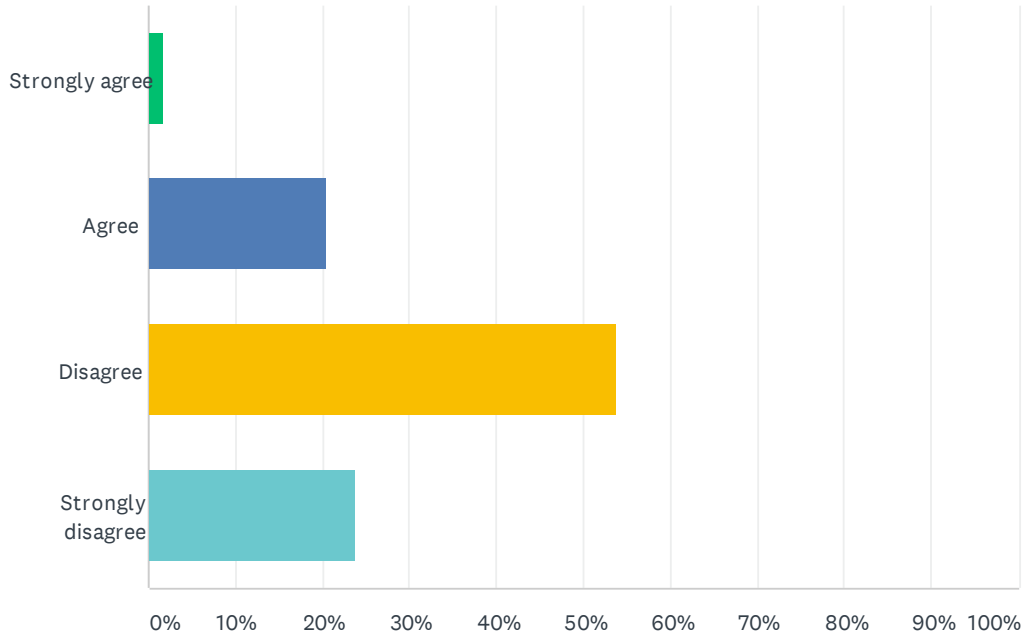
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
All	27.35%	32
Most	58.12%	68
Some	14.53%	17
None	0.00%	0
TOTAL		117

Q9 My child/children enjoyed remote learning.

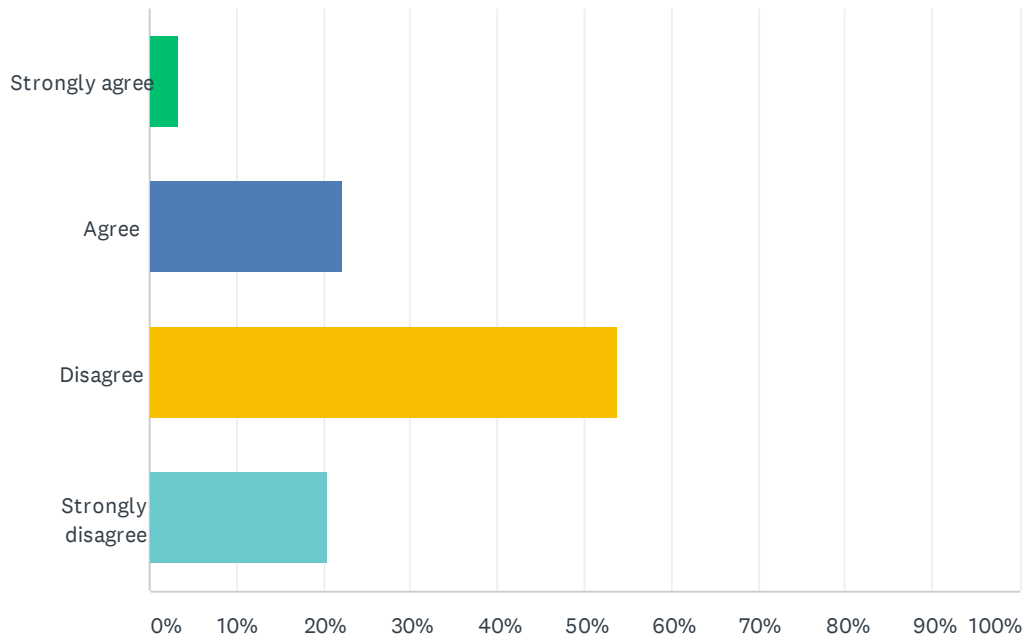
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES
Strongly agree	1.71% 2
Agree	20.51% 24
Disagree	53.85% 63
Strongly disagree	23.93% 28
TOTAL	117

Q10 My child/children indicated that remote learning lessons and assignments were engaging.

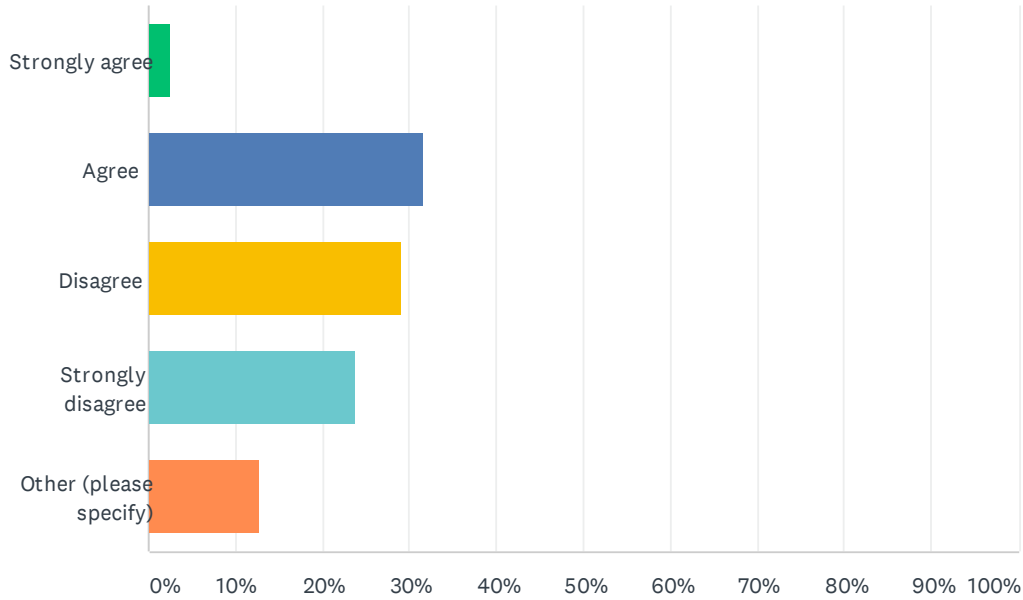
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	3.42%	4
Agree	22.22%	26
Disagree	53.85%	63
Strongly disagree	20.51%	24
TOTAL		117

Q11 After the transition to Remote Learning Phase III, my child/children indicated that they learned new content or skills in remote lessons and meetings.

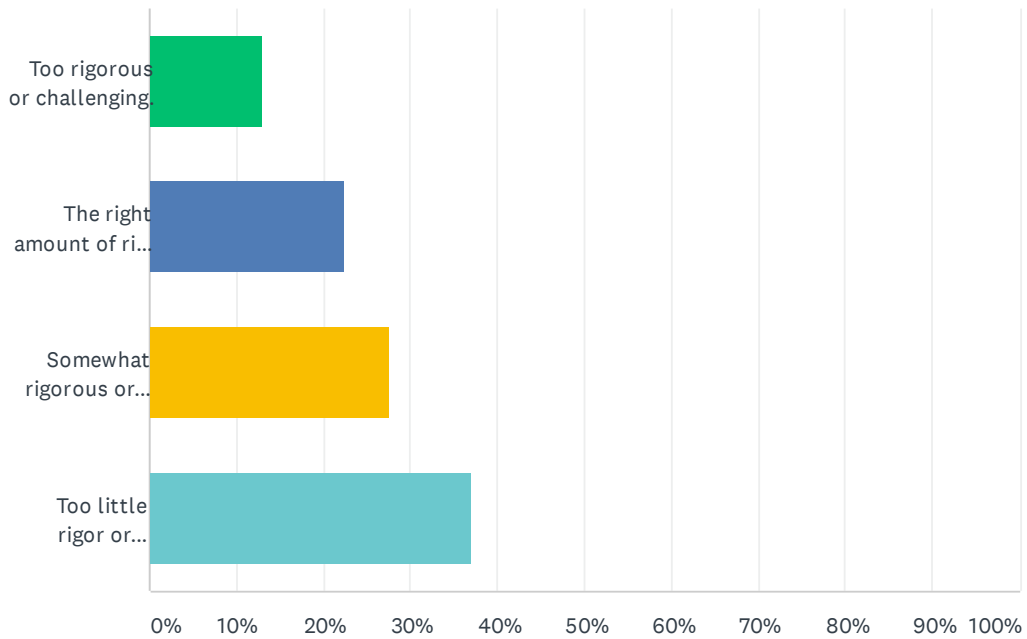
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	2.56%	3
Agree	31.62%	37
Disagree	29.06%	34
Strongly disagree	23.93%	28
Other (please specify)	12.82%	15
TOTAL		117

Q12 How would you describe the rigor or challenge of remote learning activities?

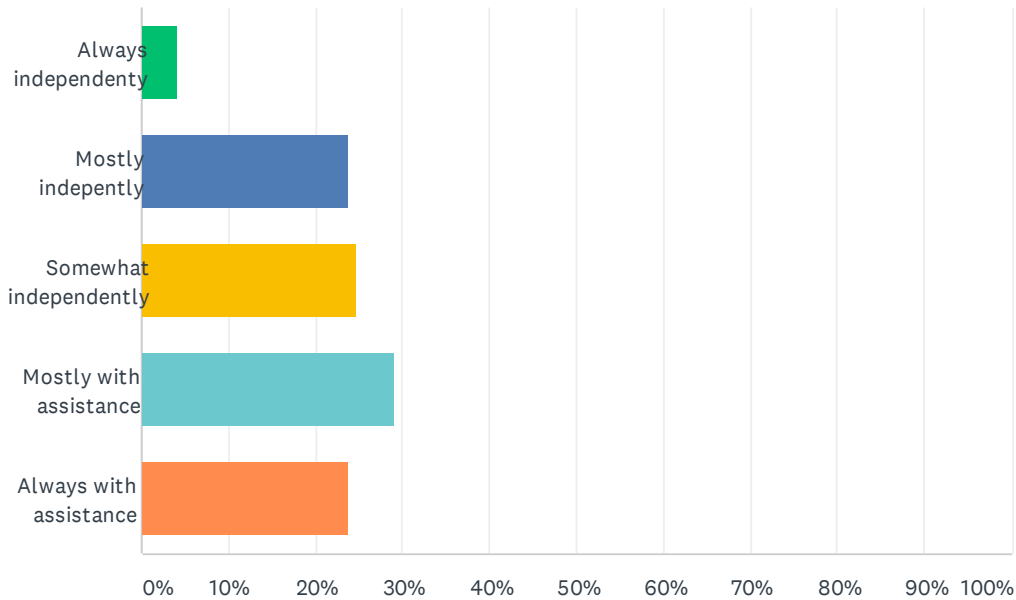
Answered: 116 Skipped: 1



ANSWER CHOICES	RESPONSES	
Too rigorous or challenging.	12.93%	15
The right amount of rigor and challenge.	22.41%	26
Somewhat rigorous or challenging.	27.59%	32
Too little rigor or challenge.	37.07%	43
TOTAL		116

Q13 How independently did your child/children navigate remote learning technology? (Ex. Using Google Classroom, Zoom, and other digital learning platforms)

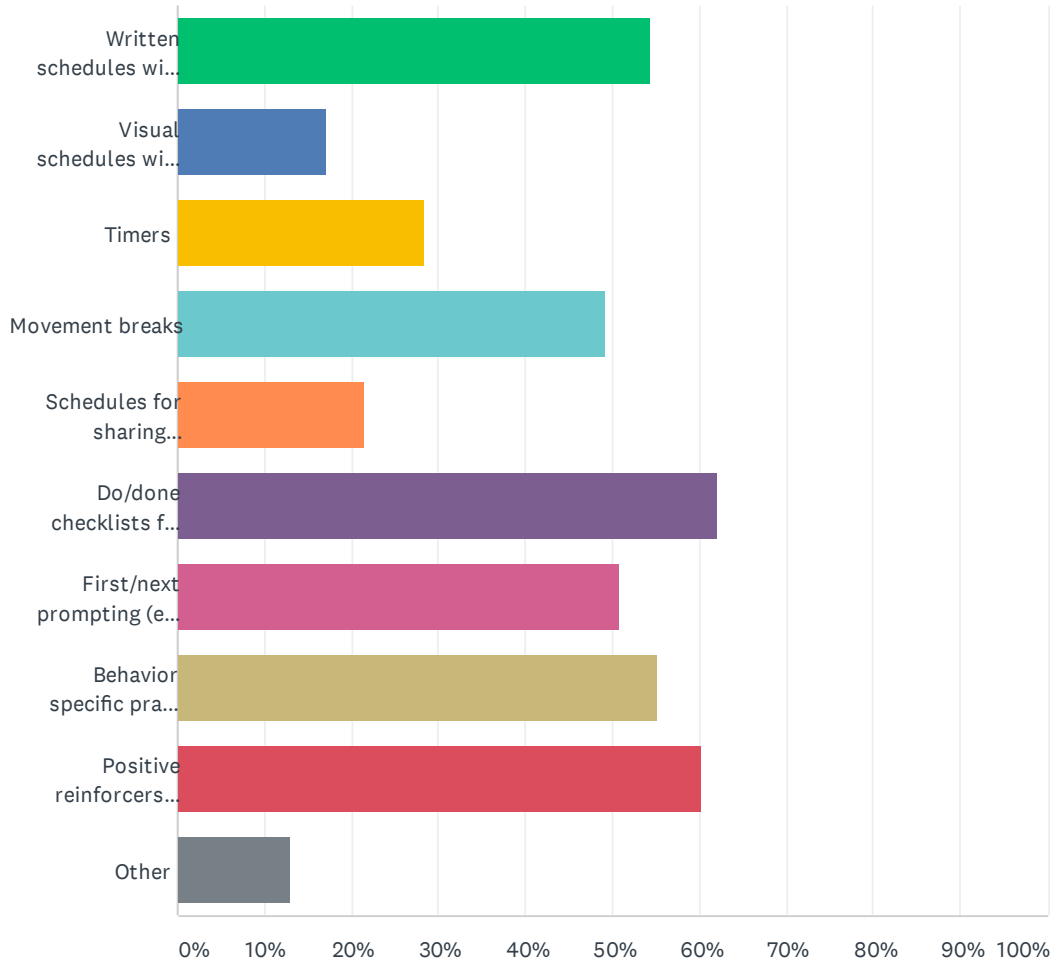
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Always independently	4.27%	5
Mostly indepently	23.93%	28
Somewhat independently	24.79%	29
Mostly with assistance	29.06%	34
Always with assistance	23.93%	28
Total Respondents: 117		

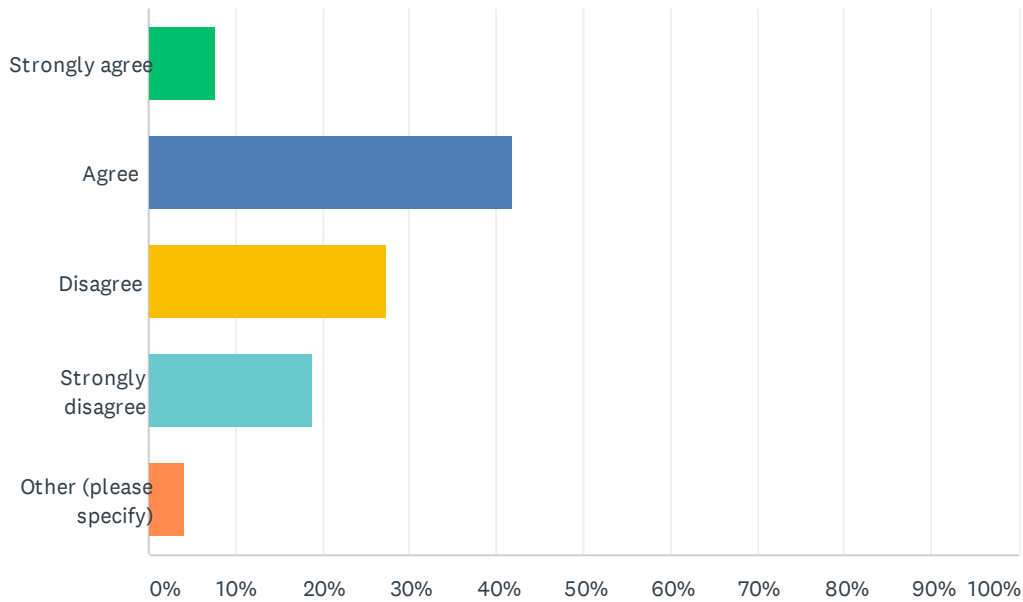
Q14 What strategies have you used to establish a daily and weekly schedule for remote learning? Select all that apply.

Answered: 116 Skipped: 1



Q15 The school and teacher expectations for remote learning have been clear for our family.

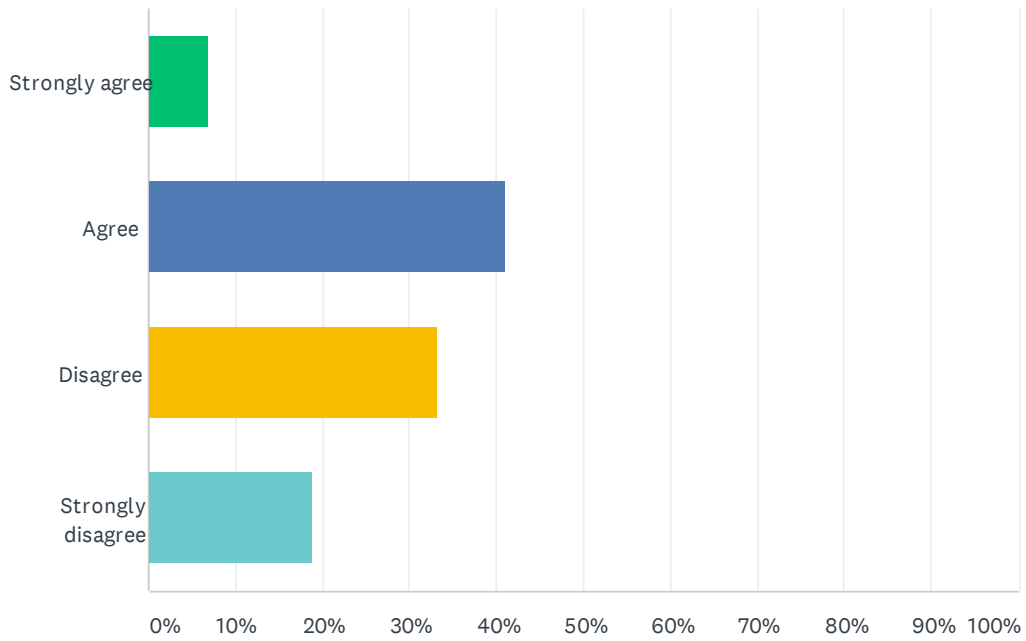
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	7.69%	9
Agree	41.88%	49
Disagree	27.35%	32
Strongly disagree	18.80%	22
Other (please specify)	4.27%	5
TOTAL		117

Q16 The expectations of remote learning have been manageable for our family.

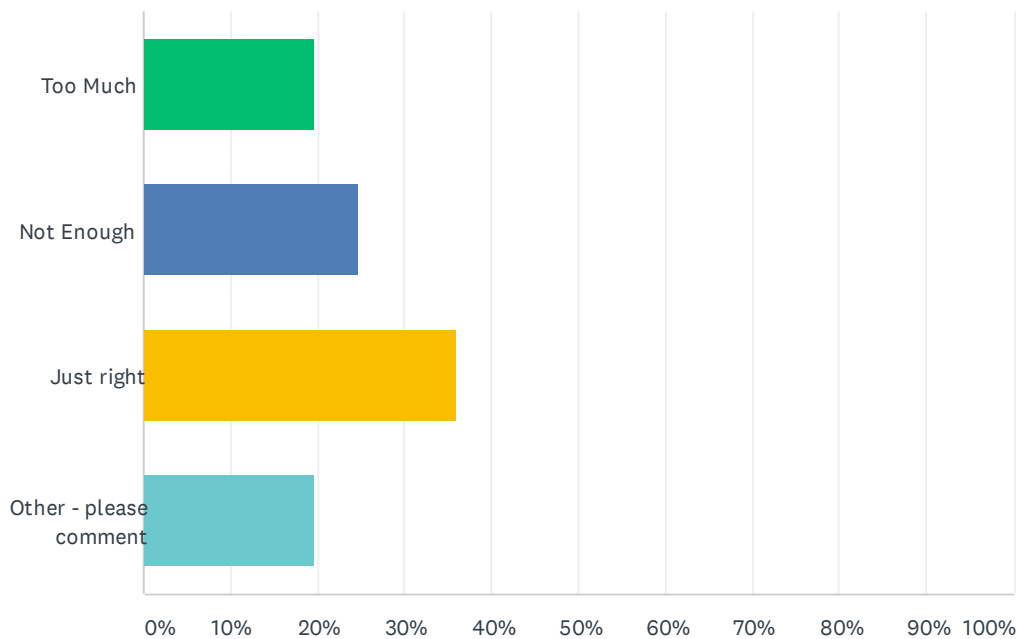
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	6.84%	8
Agree	41.03%	48
Disagree	33.33%	39
Strongly disagree	18.80%	22
TOTAL		117

Q17 During school closure and remote learning, MERSD's communication plan was to provide multiple points of contact per week, teacher, school principal, and superintendent. Our intent was to provide timely updates about class, school, and district information. How would you describe this level of communication?

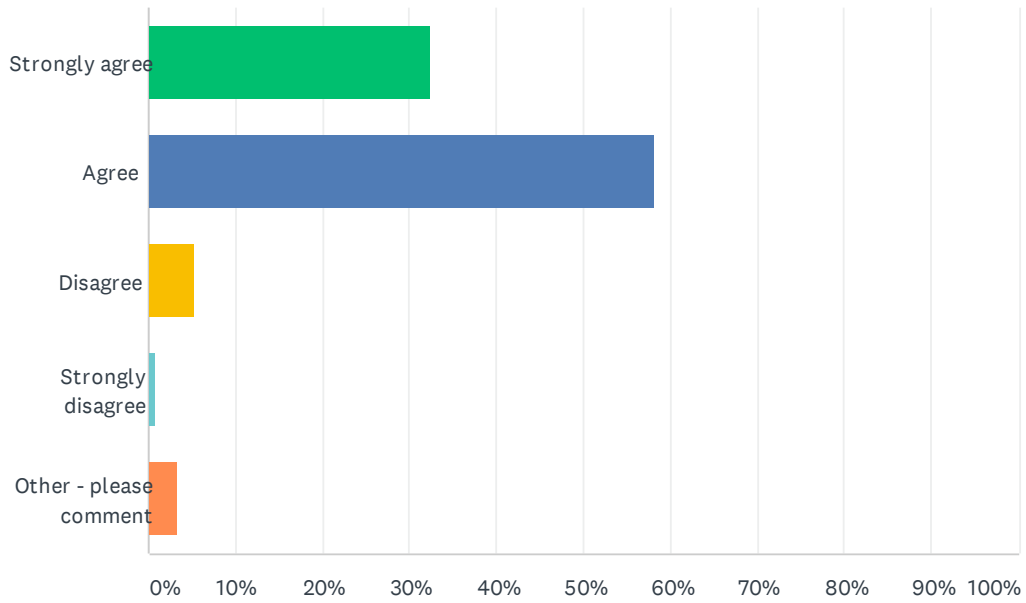
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Too Much	19.66%	23
Not Enough	24.79%	29
Just right	35.90%	42
Other - please comment	19.66%	23
TOTAL		117

Q18 My child/children and I knew how to communicate with the teacher(s).

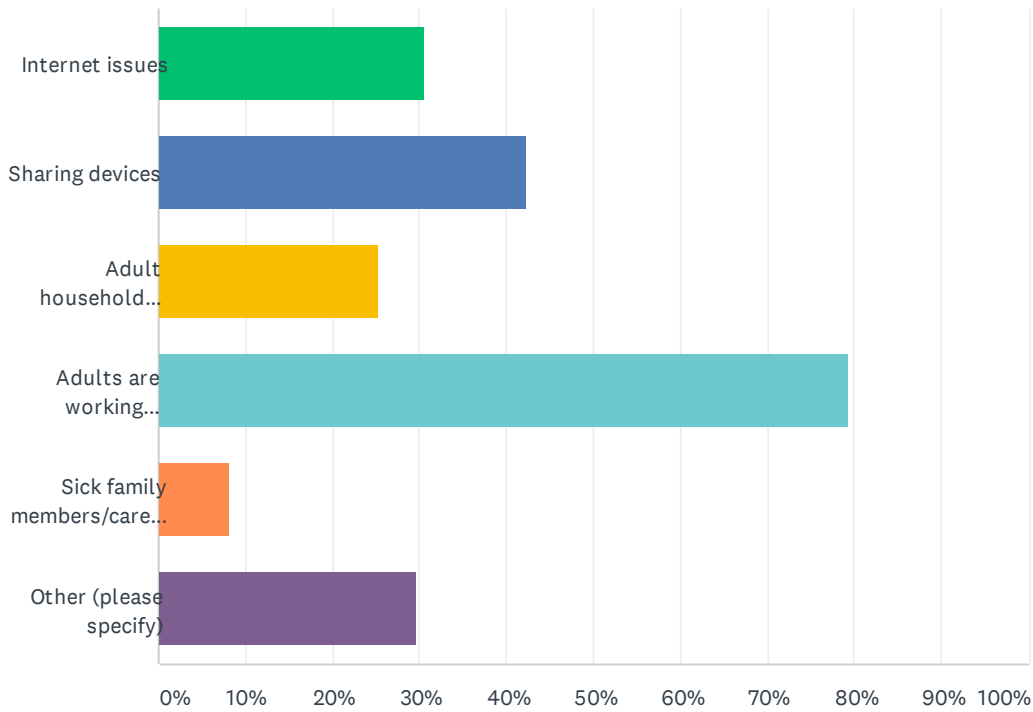
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	32.48%	38
Agree	58.12%	68
Disagree	5.13%	6
Strongly disagree	0.85%	1
Other - please comment	3.42%	4
TOTAL		117

Q19 Were there any challenges that you and/or your child/children experienced at home? Check all that apply.

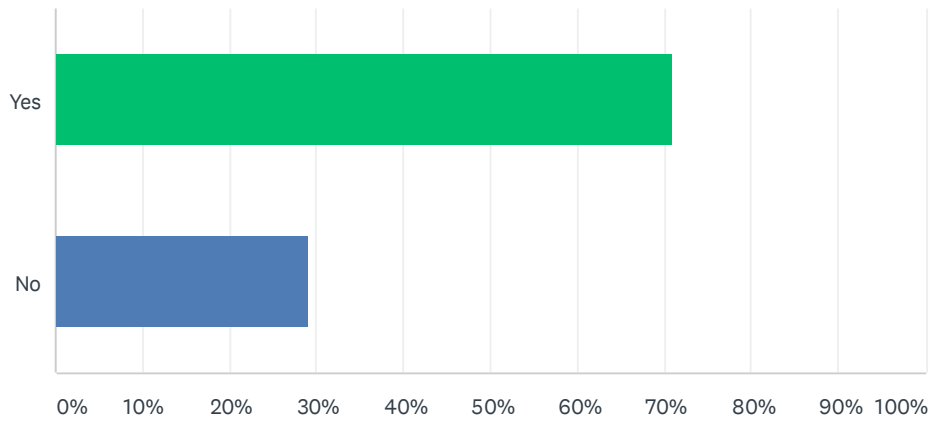
Answered: 111 Skipped: 6



ANSWER CHOICES	RESPONSES	
Internet issues	30.63%	34
Sharing devices	42.34%	47
Adult household members are essential workers and are working outside of the home	25.23%	28
Adults are working remotely from home	79.28%	88
Sick family members/care taking for others	8.11%	9
Other (please specify)	29.73%	33
Total Respondents: 111		

Q20 During the period of remote learning and school closure, did you have concerns about your child/children's social-emotional well-being?

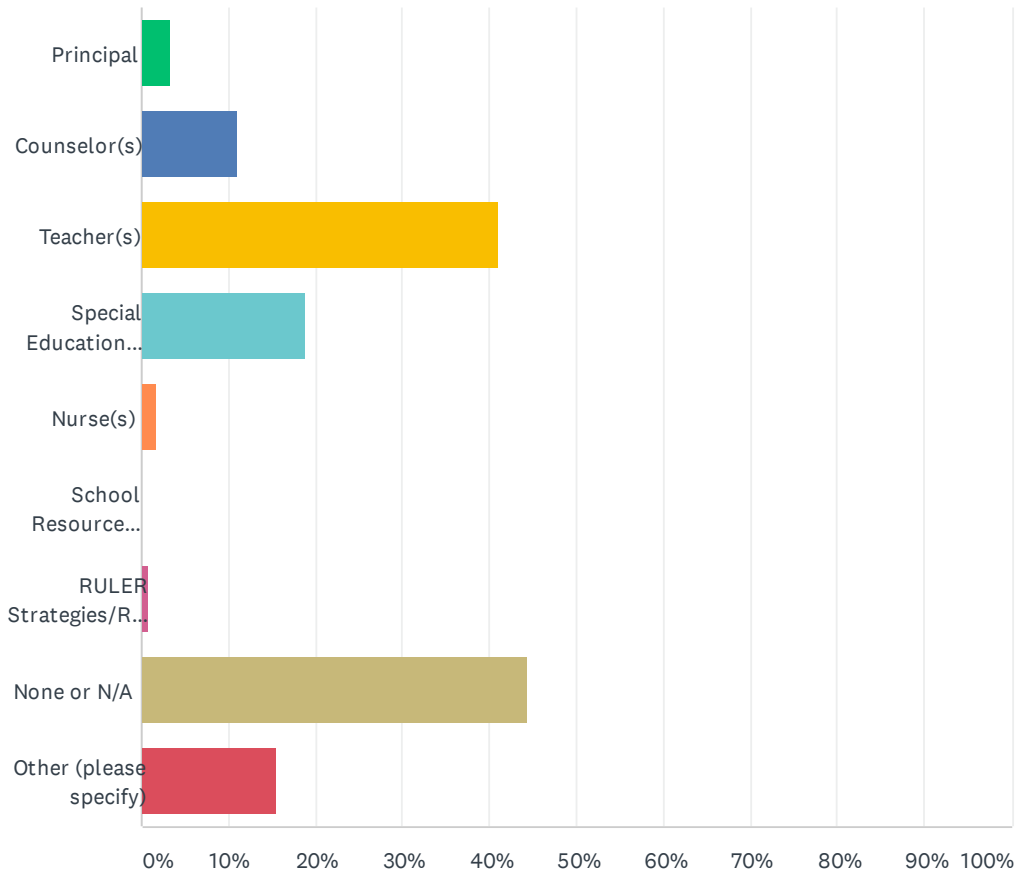
Answered: 117 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		70.94%	83
No		29.06%	34
TOTAL			117

Q21 During the period of Remote Learning and school closure, what school resources did you use to support your child/children's social or emotional needs? Check all that apply.

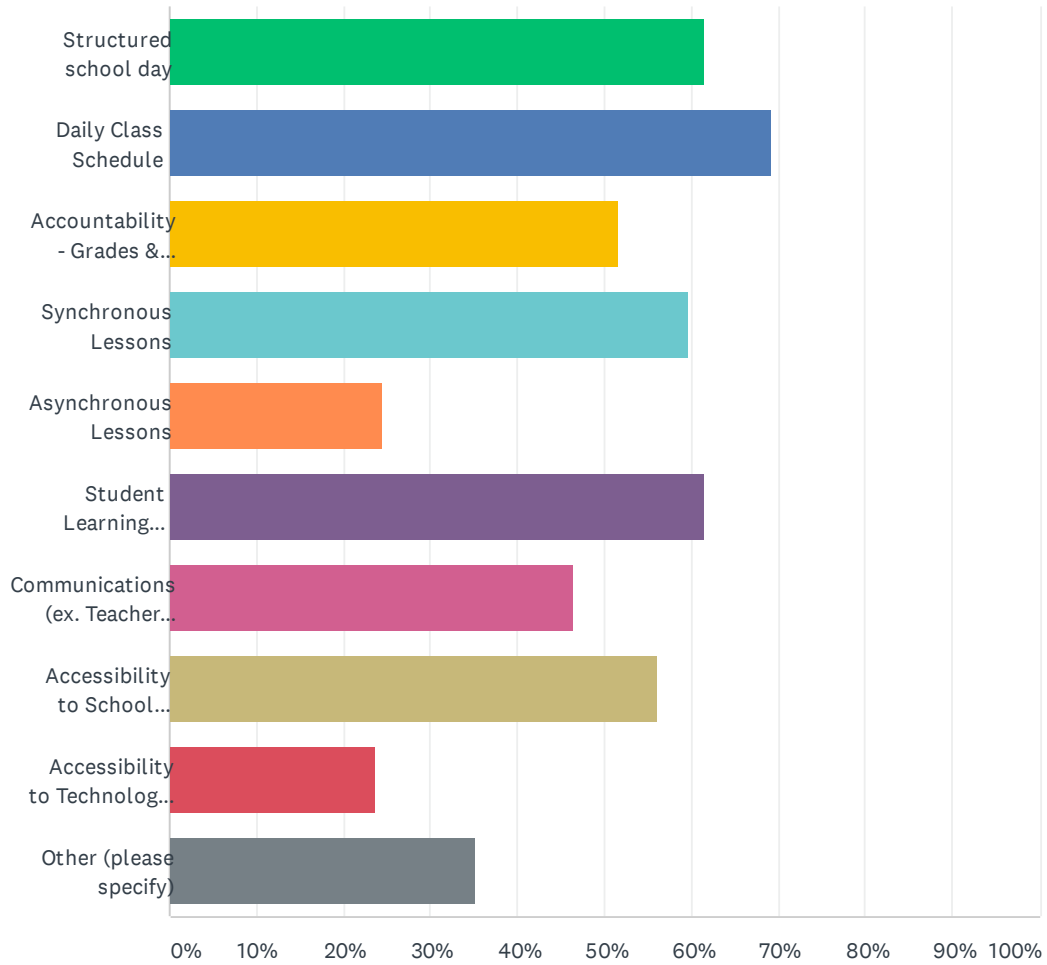
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Principal	3.42%	4
Counselor(s)	11.11%	13
Teacher(s)	41.03%	48
Special Education Liaison(s)	18.80%	22
Nurse(s)	1.71%	2
School Resource Officer	0.00%	0
RULER Strategies/Resources	0.85%	1
None or N/A	44.44%	52
Other (please specify)	15.38%	18
Total Respondents: 117		

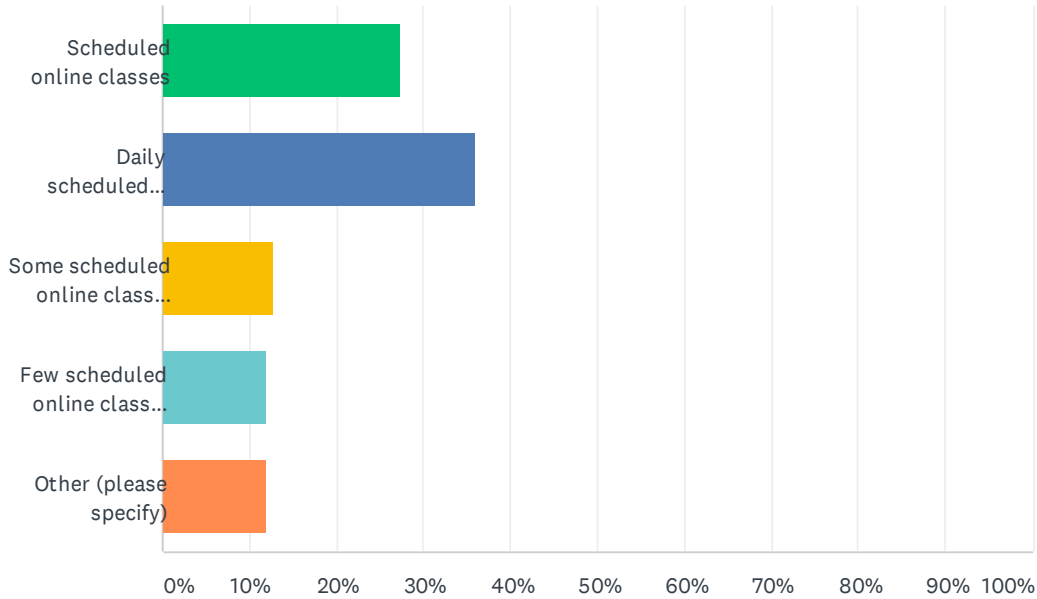
Q22 Based on the DESE State Guidelines, remote learning will likely be part of the 2020-2021 school year learning environment. What improvements would you recommend for strengthening MERSD's Remote Learning Program?

Answered: 114 Skipped: 3



Q23 As we prepare for Phase IV of Remote Learning for 2020-2021, which type of learning schedule would best suit your family's needs?

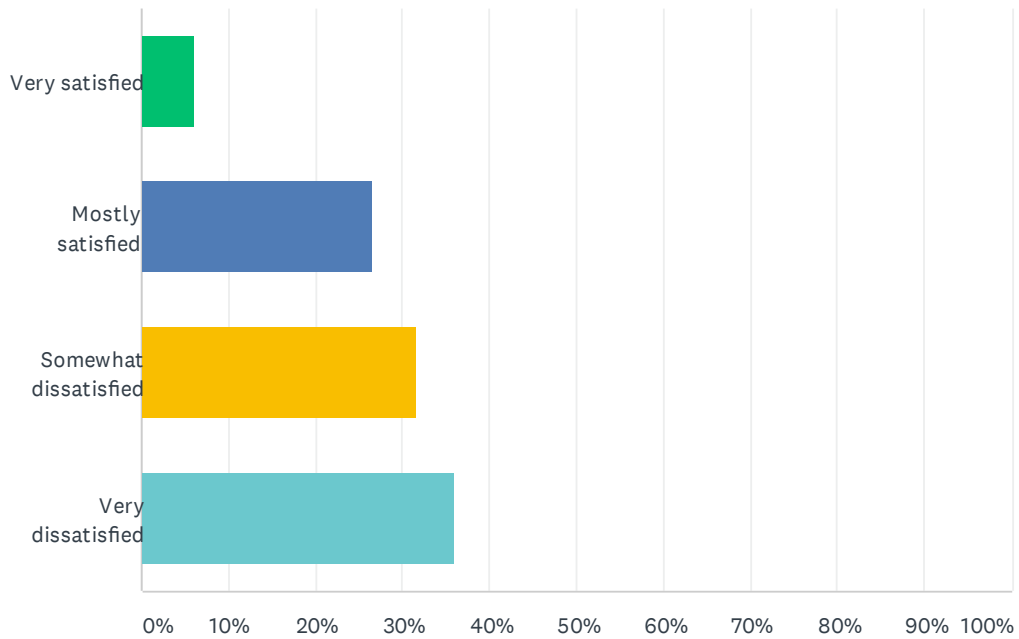
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Scheduled online classes	27.35%	32
Daily scheduled online classes with the flexibility to complete work at convenient times	35.90%	42
Some scheduled online classes with more flexibility to continue learning	12.82%	15
Few scheduled online classes with independent learning at a time that works for our family	11.97%	14
Other (please specify)	11.97%	14
TOTAL		117

Q24 Overall, please rate your level of satisfaction with remote learning at your school during the Spring of 2020.

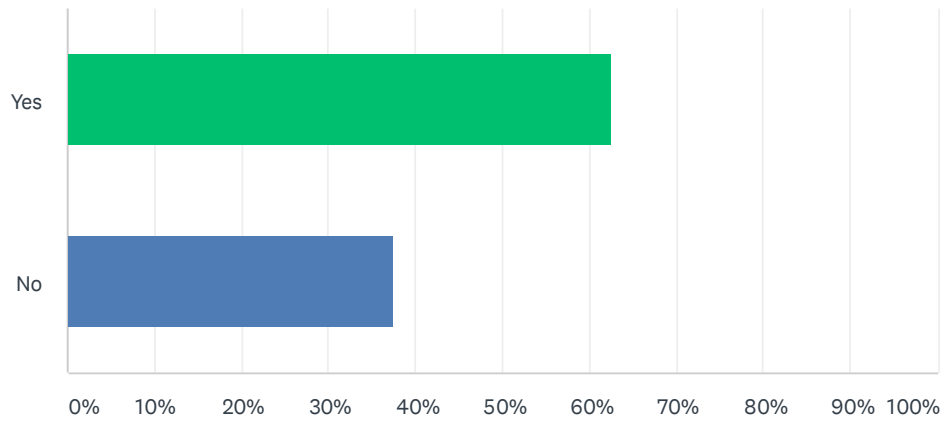
Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very satisfied	5.98%	7
Mostly satisfied	26.50%	31
Somewhat dissatisfied	31.62%	37
Very dissatisfied	35.90%	42
TOTAL		117

Q27 Would you be willing to provide feedback about our remote learning plan through a virtual parent meeting?

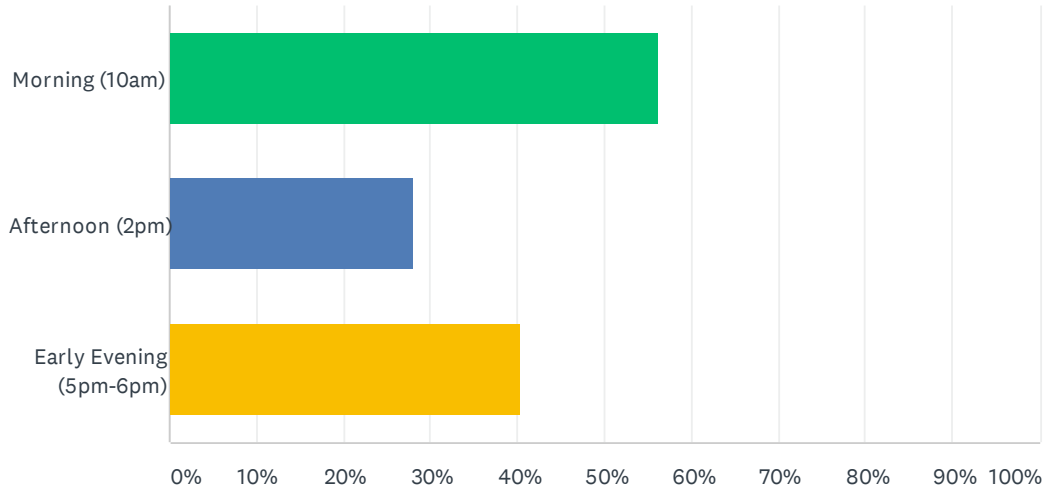
Answered: 115 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	62.61%	72
No	37.39%	43
TOTAL		115

Q28 We are planning to hold Virtual Parent Feedback Meetings the week of July 6th. What would be the best time for you to participate in a virtual parent feedback meeting? Please select all that apply...

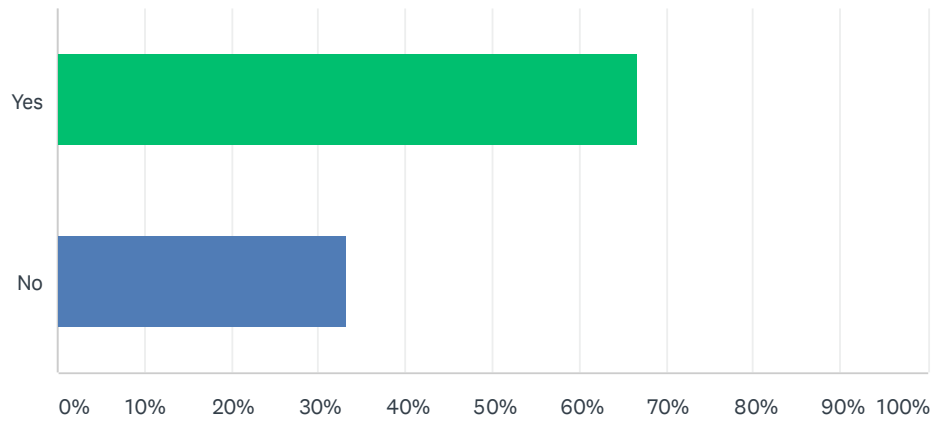
Answered: 89 Skipped: 28



ANSWER CHOICES	RESPONSES
Morning (10am)	56.18% 50
Afternoon (2pm)	28.09% 25
Early Evening (5pm-6pm)	40.45% 36
Total Respondents: 89	

Q29 Knowing that remote learning will likely be part of the 2020-2021 school year learning environment, would you be interested in participating in parent training workshops and information sessions focusing on student and school technology and programs.

Answered: 117 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.67%	78
No	33.33%	39
TOTAL		117