

Teaching & Learning

Addressing the Needs of Students

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Community Impacts

In-Person Scenario

Task Force Reporting Document
June 2020



Teaching and Learning

- Curriculum
 - Focus on social emotional learning curriculum
 - Digitize curricular materials
 - Adjust curriculum maps as needed
 - Consider physical proximity of students and staff
- Instructional Platform
 - Consistent platform (i.e., SeeSaw, Google Classroom)
 - Timely professional development/training for staff and families
 - Purchase classroom management software (e.g., Netop)
- Grading
 - Realign elementary standards-based report cards to curriculum
 - Traditional grading with consideration for excused absences
- Assessment
 - Purposeful assessment of both content and SEL needs
 - Implement i-Ready and Fountas and Pinnell assessments



Teaching and Learning



- **Attendance**

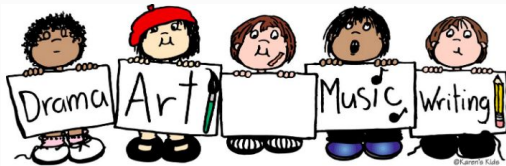
- Develop digital lessons to avoid learning loss from extended absences
- Add “AEM” distinction for quarantine related absences

- **Time on Learning**

- Flexible scheduling to account for new protocols/SEL needs of students
- Consider reduction or elimination of homework (reduce screen time)

- **Allied Arts**

- Reduce rotations/ interaction to a limited student body
- Reduce/eliminate shared materials
- Increased sanitation
- Avoid singing/wind instruments/PE unless outside or in large space



Teaching and Learning



Materials

- PK-K need desks, plexiglass dividers, or carpet squares/tray tables
- Individual supply kits per student
- Earbuds for every student
- 1 partitioned table in every classroom for safe small-group or 1:1 instruction/assessment



Special Populations

- Small group learning considerations- use tutors, coaches, and specialists to reduce class sizes as needed
- Develop a plan for immune compromised students/staff- 10 feet minimum of social distancing is recommended for those with underlying health conditions
- Offer professional development on new digital curriculum platforms
- Identify vulnerable student populations and develop targeted supports
- Use tutors to address needs of students who had limited engagement with remote learning

Needs of All Students

The following is in consideration of...

- ◆ Mainstream Special Education
- ◆ Sub-Separate Special Education
- ◆ ESL (English as a Second Language)
- ◆ Early Childhood
- ◆ General Education (Elementary and Middle)
- ◆ Students' Social Emotional Needs
- ◆ Basic Needs (Food, clothing)
- ◆ Health Concerns
- ◆ Students who Opt-Out of returning to school
- ◆ Students in limited income households
- ◆ Students with limited technology/internet in the home

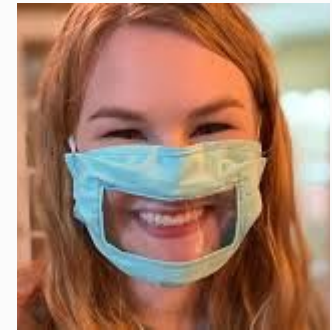


Needs of students

- ◆ Videos and social stories to help transition back to school
- ◆ Emphasis on Social Emotional Learning (SEL) curriculum
- ◆ Increased movement/mask breaks throughout the day
- ◆ New greetings to replace hugs, high fives, handshakes
- ◆ Signage of new routines/procedures with visuals placed throughout the buildings
- ◆ Clear masks provided to teachers so students can read lips and social cues for designated populations
- ◆ Group students who receive SPED and ESL services by homeroom to limit providers' movement between classes
- ◆ Continuation of weekend food bags
- ◆ Optional Remote Learning Program
- ◆ Telehealth counseling for in-school services



Sample Social Story



Clear masks for all teachers, but especially for those working with students with hearing impairments and English Learners

Human Resources



Staffing

- Remote teachers for students needing/opting for remote learning program- Allow documented high-risk staff to bid for remote learning positions
- Long-term substitute pool needed (BA+)- Assist tutors and paraprofessionals with BA or higher degrees with obtaining emergency educator licensure to be able to step into short and long term needs due to illness and quarantine-required absences
- Consider offering unpaid Leave of Absence Option for 2020-2021 school year for staff
- Allow paraprofessionals and tutors to be placed in temporary short and long-term substitute positions and allow employees to move back and forth between roles as needed to ensure instructional continuity and reduce the need for outside substitutes
- Allow paraprofessionals, coaches, tutors, and specialists to assist with class size reduction for 2020-2021 school year to meet requirements

Human Resources

Change of Duties

- Staff will assist with wiping down/sanitizing their general work area/classroom/office
- Request staff restrict summer out of state travel/quarantine for 14 days prior to the reopening of school and not travel to areas with high-infection rates during school vacations

Educator Evaluation

- Revise educator evaluation criteria to account for pedagogical shifts due to social distancing that impact student discourse, as well as increased expectations for technology proficiency
- Provide PD for tech-based teaching tools (Google Classroom, SeeSaw, Screencastify, LMS, etc.)



Financial Implications



PPE

- Hand sanitizer dispensers for every classroom and workspace in building w/mats on floors underneath sanitizer pumps to prevent wax damage/slip and falls
- Masks, gloves, face shields as needed
- Costs for signage (hand washing, sanitizing, social distancing, proper mask wear)

Sanitization

- UV lights for disinfecting
- HVAC upgrades (air filters, portable air conditioning units in high temperature spaces)
- Portable sinks for classrooms with none

Staffing Needs

- LTS for staff needing to quarantine or who choose to take a LOA
- Additional staffing for DESE ratios lower than current 30/1 middle and 25/1 elementary

Technology

- Purchase of a Learner Management System (LMS) for parent and student communication regarding curriculum, assignments, grading, school announcements, etc.
- Digital subscriptions for use in classroom and at-home learning

Operations & Safety

Bus Safety

Every other seat/one person to a seat (unless a family member living in the same household/seating chart for the bus)

Bus drivers and students wear masks on the bus. Windows open when possible

Seat students from the rear of the bus forward to prevent students from walking past each other; to prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off

Cleaning and disinfecting frequently touched surfaces on the bus at least daily. Airing out buses when not in use

Arrival, Dismissal, Screenings

Staggered drop off and pick up, parents must wear masks

Walkers dismissed maintaining social distance

Use of multiple entrances to reduce crowding

Parents and caregivers asked to screen students for symptoms prior to boarding school bus/dropping off at school

“Sick students”- A designated area separate from classrooms and nursing office for students to wait for dismissal



Operations & Safety

Meals and Recreation

Students eat in the classroom

Outdoor recess (weather permitting) - otherwise in classroom

Staggered recess schedule

Consider one class at a time depending on space available

“Mask breaks” during the school day when social distancing of 6+ feet can be maintained

Sanitize recess equipment (balls, jump ropes, etc.) in between student groups

Safety/Evacuation Planning

Students and staff will maintain current safety plan/evacuation procedures while following best practices regarding social distancing in the event of a real emergency

Fire/Evacuation Drills will be practiced class by class versus whole school

Lockdown procedures will be taught but not practiced in a collective group setting



Operations & Safety

Social Distancing

All students must remain at least 3 feet apart at all times

Students sit in rows as far apart as possible, minimum 3', facing forward

Students have their own "school supplies" (no sharing)

Designating areas of the hallway (i.e. lanes) to walk to keep students separated

Individual student desks or tables with reduced seating

*See Allied Arts in whole plan

PPE for Staff and Students

Masks worn, unless there is a medical or behavioral/sensory reason in grades 2 and up, allowed in all grade levels

Students are asked to provide their own masks to wear to school and on the bus

Provide disposable masks for students and teachers (if needed), including clear masks for specialized populations

Allow staff to wear other appropriate PPE (i.e. gloves and face shields) as needed/desired

Sanitizer and/or soap and water available for frequent hand hygiene



Operations & Safety



Infrastructure Demands

Ensure ventilation systems operate properly, filters changed regularly

Install portable room or window AC units in classrooms without AC if needed to regulate temperature

Provide cleaner for desks and chairs

Bathrooms/water bubblers cleaned at scheduled intervals throughout the day/limit on number of students allowed into the bathroom at one time.

Post signage and review procedures about washing hands correctly

Other Considerations

Install plexiglass barriers in the main office/central office for necessary visitors

High touch areas cleaned throughout the day

Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks



Community Impacts



Child Care

- Staff with children who live in a school district where remote or blended learning takes place will have access to “Essential” child care options
- Offer buses to before/after School CTI, YMCA, and B & G Club programs- must spread out drop off

Transportation To and From School

- Additional buses to accommodate distancing needs
- Promote alternatives to school busing such as walking/cycling/parent drop off and pick up
- Create route efficiencies to reduce amount of time on bus

Access to School Buildings and Community

- No visitors, volunteers, or field trips
- No Use of Facilities Permits





Extra Curriculars

Offer 21st Century, ASOS, Turnaround, and other after school programming with the same sanitizing and distancing protocols used during the school day

Before and after school programs only run by an in-school staff member. Programs run by outside vendors may be accessible via Zoom instruction only

Prioritize academic recovery programs for vulnerable populations and students who did not engage in remote learning during the spring '20 school closure

After school choral and music programs should only occur if a large space is available so students are able to spread out





Extra Curriculars



Offer school-based “club” version of intramural sports for middle school following same protocols for P.E. class and limit activities to non-contact sports



Determine status of winter and spring sports in the fall



No use of facilities for evening social/recreation activities for school-sponsored, PTO and outside organizations (i.e. ice cream socials, dances)



Back to school night and fall parent/teacher conferences are done virtually. Will reassess for parent/teacher conferences in the spring

