

School Committee Meeting

August 26, 2020



Elementary Hybrid Plan - Cohort C

Cohort C: Students opting for all virtual learning

- 54 Chandler Students and 51 Alden Students have been placed in classrooms along with their grade level peers
- Cohort C students will have contact with their assigned classroom teacher for morning and afternoon meetings
- Students will receive the grade level assignments from their classroom teacher
- A separate Duxbury teacher, in collaboration with the classroom teacher, will provide small group instruction and support student's online assignments

Starting the School Day

- Cohort C students will join their class in daily morning meetings

During the School Day

- Students will work with the remote teacher to complete assignments
- Whole and small group lessons will be provided, and may involve students from other classes
- Throughout the course of the week, students will receive instruction that corresponds with students in the hybrid model

Ending the School Day

- Cohort C students would join their class in daily afternoon meetings

If school were to transition into a full remote environment, students would rejoin their class for the remote experience.




Chandler and Alden Schools
Sample Daily Schedule for a Student in Cohort C

Chandler	Alden	Full Day Kindergarten - Grade 5 Activity	Half Day Kindergarten Activity
9:15 - 9:30	7:45 - 8:00	Morning Meeting with classroom teacher	Morning Meeting with classroom teachers
9:30 - 10:00	8:00 - 8:30	Literacy Lesson for the day - may be synchronous or asynchronous	Literacy Lesson
10:00 - 11:00	8:30 - 9:30	Independent literacy practice/small group instruction	Independent literacy practice/small group instruction
11:00 - 11:30	9:30 - 10:00	Science and Social Studies Instruction - may be synchronous or asynchronous	Math Lesson
11:30 - 12:00	10:00 - 10:30	Asynchronous specialist lesson	Science/Social Studies/Independent Practice
12:00 - 1:00	10:30 - 11:00	Math Lesson for the day - may be synchronous or asynchronous	
1:00 - 1:30	11:00 - 12:00	Lunch and Outdoor Time	
1:30 - 2:30	12:00 - 1:00	Independent Math practice/small group instruction	
2:30 - 3:00	1:00 - 1:30	Remote Teacher Office Hours - Student Help	
3:00 - 3:15	1:45 - 2:00	Afternoon Wrap-up Meeting with Classroom Teacher	



Elementary Sample Cohort C Grid

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting	<ul style="list-style-type: none"> • Sign in to Clever • Check SeeSaw for announcements • Morning Meeting (<i>post Zoom link here</i>) <p>(Focus of morning meeting: SEL, greeting, activity, share, review the day's agenda, and special announcements)</p>		<p>Independent workday, no live instruction or meeting:</p> <ul style="list-style-type: none"> • Sign in to Clever • Check SeeSaw <p><i>(Office Hour Link HERE)</i></p>	<ul style="list-style-type: none"> • Sign in to Clever • Check SeeSaw for announcements • Morning Meeting (<i>post Zoom link here</i>) <p>(Focus of morning meeting: SEL, greeting, activity, share, review the day's agenda, and special announcements)</p>	
Reading Folktales, Character and Setting 	<p>(Zoom Link and time HERE) Log into Zoom for your Guided Reading Small Group Instruction:</p> <p><i>Today we are starting a unit on Folktales and Fairytales</i></p> <p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch FolkTale Mini-Lesson Video <input type="checkbox"/> Folk Tale Anchor Charts <input type="checkbox"/> Read Aloud 	<p>What is a Folktale? Review Lesson 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Review Video and "How the Tiger Got His Stripes" <input type="checkbox"/> "I know it is a folktale because" worksheet (sent home) <input type="checkbox"/> SeeSaw Folktale Activity: What is the problem? 	<p>Folktale Elements: Character and Setting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Video Lesson <input type="checkbox"/> Folk/Fairy Tale Story Map <input type="checkbox"/> Interactive Read Aloud video with Mrs. Milner (mentor text) <input type="checkbox"/> Make Fairy Tale Book (items sent home) 	<p>(Zoom Link and time HERE) Log into Zoom for your Guided Reading Small Group Instruction</p> <p>Complete:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Character traits mini-lesson <input type="checkbox"/> SeeSaw Activity - Describe a Character 	<p>What is a Fairy Tale? Review Lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Read Aloud/Video <input type="checkbox"/> Reading Notebook Response: How is a fairy tale different from a folktale? <input type="checkbox"/> Cinderella Response Paper



Chandler Orientation Events

Tuesday, September 8	Wednesday, September 9	Thursday, September 10	Friday, September 11
PS and K Welcome Back Day - Cohort A - Student and 1 Parent	PS and K Welcome Back Day - Cohort B - Student and 1 Parent	Grades 1 & 2 Welcome Back Day - 9:00 - 11:25 Cohort A - Students Only Cohort C students will join morning meeting virtually	Grades 1 & 2 Welcome Back Day - 9:00 - 11:25 Cohort B - Students Only
	Family Walkthrough for Grades 1 & 2 4:00 - 5:00		All Cohort C Welcome Back Zoom with Remote Learning Teacher - Kindergarten - 10:00 Grade 1 - 11:00 Grade 2 - 12:00



Alden Orientation Events

Tuesday, September 8	Wednesday, September 9	Thursday, September 10	Friday, September 11
Grade 3 Classroom Visit Grade 3 Students with 1 parent Cohort A 8:00-9:30am Cohort B 12:30-2:00pm	New Family Building Walk 4:30-5:30	Welcome Back Day - 7:45am-10:00am Cohort A All Cohort C students will join morning meeting virtually	Welcome Back Day - 7:45am-10:00am Cohort B
			All Cohort C Welcome Back Zoom with Remote Learning Teacher 3 - 10:00 4 - 11:00 5 - 12:00



Duxbury Middle School: Cohort C

Cohort C: Students opting for all virtual learning

- Students in Cohort C will be a part of DMS courses and teams.
- Students will participate in both remote halves of the week with their Cohort A and B hybrid peers.
- Students will be prioritized for additional check in time during Wednesday office hour meetings.
- Students will complete virtual learning day work on Wednesdays along with their Cohort A and B hybrid peers.
- Some instructional modifications may be made to account for the lack of in person attendance of this group based on the need of the course curriculum.
- Students in Cohort C are encouraged to establish a working environment at home that is conducive to their learning (ie. sitting at a work space, dressed and ready for school, etc.)

Student / Teacher Interactions

- Attend classes following bell schedule with hybrid peers
- Synchronous and asynchronous instruction and feedback
- Some content and lesson structure may be adjusted for the lack of in person experience for this group.
- *When Directed Study Hall periods occur, Cohort C students are expected to be present daily.*
- *Cohort C students will be able to access Guidance (by appointment), Subject Supervisors for additional academic Support (phone/Zoom/email) and Assistant Principals as needed.*

If a student/ family wants to transition out of Cohort C and into the hybrid model, a parent will contact an administrator for an appropriate transition plan. *It is likely this would happen at a Term or Semester break.*



Duxbury Middle School Cohort C

DMS Day 1/Day 2 Map				
Mon (D 1)	Tues (D 1)	Wed- Virtual	Thu (D 2)	Fri (D 2)
Cohort C R	Cohort C R		Cohort C R	Cohort C R
1A	1A		1B	1B
2A	2A		2B	2B
3A	3A		3B	3B
4A	4A		4B	4B
X	X		X	X
6A	6A		6B	6B
7A	7A		7B	7B
8A	8A		8B	8B



DMS/DHS Schedule - 2020-2021

Block 1	8:20 – 9:00	(40 min)
Block 2	9:04 – 9:44	(40 min)
Block 3	9:48 – 10:28	(40 min)
Block 4	10:32 – 11:12	(40 min)
Academic Support Block (B5) -	11:16 - 12:28	(72 min)
1st - Lunch	11:16 - 11:46	(30 min)
	(2 min passing time)	
	Class 11:48 - 12:28	(40 min)
2nd - Class	11:16 - 11:56	(40 min)
	(2 min passing time)	
	Lunch 11:58 - 12:28	(30 min)
Block 6	12:32 – 1:12	(40 min)
Block 7	1:16 1:56	(40 min)
Block 8	2:00 - 2:40	(40 min)

Duxbury Middle School Orientation Events

Tuesday, September 8	Wednesday, September 9	Thursday, September 10	Friday, September 11
WEB Orientation* 10am-12pm - Cohort A	WEB Orientation* 10am-12pm - Cohort B, Cohort C	DMS all grades 8:20-11:04am -Cohort A	DMS all grades 8:20-11:04am - Cohort B, Cohort C*
G8 Class Assembly* 1-2pm	G7 Class Assembly* 1-2pm	G6 Class Assembly* 1-2pm	
	DMS Open House* 6- 8pm		
<i>*Denotes Participation Virtually</i>			
WEB is an orientation program for all incoming 6th graders and any students brand new to DMS.			



Duxbury Middle School Cohort C- Orientation Events

Thursday-Friday AM Bell Schedule	
Announcements	8:20 - 8:40 (In P1 Classroom)
Period 1A	8:40 - 8:55
Period 2A	8:58 - 9:13
Period 3A	9:16 - 9:31
Period 4A	9:34 - 9:49
X Block	9:52 - 10:07
Period 6A	10:13 -10:28
Period 7A	10:31 - 10:46
Period 8A	10:49 - 11:04
11:04- 11:24 - dismissal (**staggered)	



Duxbury Middle School Virtual Learning Day- Wednesday

Students are expected to complete activities and work for each class period on Wednesdays.

- Activities and work will be submitted that day and account for attendance for the day.
- Activities will be self-paced, and will not follow a bell schedule for the day, or include scheduled instruction from the teacher.
- Students are expected to complete this work during school-day hours.

Student / Teacher Interactions

- Each teacher will be available for 1 hour and 15 minutes in a scheduled office hour.
- Teachers may schedule students for small group review, check ins, etc during this time.
- Students may schedule time with teachers for review, check in, Q&A during this time.
- This office hour will occur virtually over Zoom.



Duxbury High School Cohort C

Cohort C: Students opting for all virtual learning

- Students in Cohort C will be a part DHS courses.
- Students will participate in both remote halves of the week with their Cohort A and B hybrid peers.
- Students will be prioritized for additional check in time during Wednesday office hour meetings.
- Students will complete virtual learning day work on Wednesdays along with their Cohort A and B hybrid peers.
- Some instructional modifications may be made to account for the lack of in person attendance of this group based on the need of the course curriculum.
- Some courses may not be appropriate for the remote environment and students will be advised to explore an alternative for the year/ semester. *We are taking these on a case by case basis.*
- Students in Cohort C are encouraged to establish a working environment at home that is conducive to their learning (ie. sitting at a work space, dressed and ready for school, etc.)

Student / Teacher Interactions

- Attend classes following bell schedule with hybrid peers
- Synchronous and Asynchronous instruction and feedback
- Some content and lesson structure may be adjusted for the lack of in person experience for this group.
- When Directed Study Hall periods occur, Cohort C students are expected to be present daily.
- Cohort C students will be able to access Guidance (by appointment), Subject Supervisors for additional academic Support (phone/Zoom/email) and Assistant Principals as needed.



Duxbury High School Cohort C

Students are expected to complete activities and work for each class period on Wednesdays.

- Activities and work will be submitted that day and account for attendance for the day.
- Activities will be self-paced, and will not follow a bell schedule for the day, or include scheduled instruction from the teacher.
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Student / Teacher Interactions

- Each teacher will be available for 1 hour and 15 minutes in a scheduled office hour.
- Teachers may schedule students for small group review, check ins, etc during this time.
- Students may schedule time with teachers for review, check in, Q&A during this time.
- This office hour will occur virtually over Zoom.



Duxbury High School Cohort C

DHS	Tuesday, September 8	Wednesday, September 9	Thursday, September 10	Friday, September 11
8:20-11:04 AM	Grade 9 Class Assembly - Virtual (10 AM)	Grade 10 Class Assembly - Virtual (10 AM) Link Orientation (9-11 AM)	DHS Cohort A All Grades	DHS Cohort B, Cohort C* All Grades
1:00-2:00 PM	Grade 12 Class Assembly- virtual	Grade 11 - Class Assembly- virtual		
Open House			DHS OPEN HOUSE 6-8 PM - Virtual	
<i>*Cohort C participates virtually</i>				

Attendance on Zoom

Orientation Schedule DMS/DHS September 10, 11	
Announcements	8:20 - 8:40 (In P1 Classroom)
Period 1	8:40 - 8:55
Period 2	8:58 - 9:13
Period 3	9:16 - 9:31
Period 4	9:34 - 9:49
Period 5 - Directed Study	9:52 - 10:07
Period 6	10:13 -10:28
Period 7	10:31 - 10:46
Period 8	10:49 - 11:04
<p style="text-align: center;">11:04 - 11:24 dismissal (staggered) ***This could take up to 20 minutes due to higher pickup volume on campus. Please be patient***</p>	



Special Education Update



Special Education Reorganization

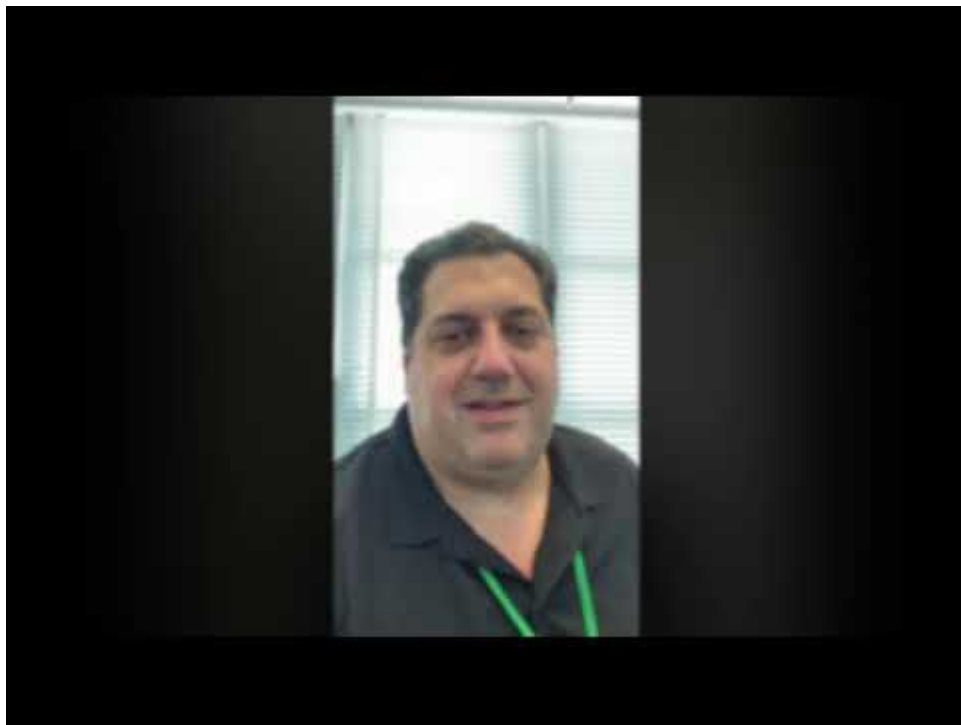
Valerie Kelly- Administrative Team Chair Elementary

Tristan Yovino- Administrative Team Chair DMS

Melissa Laidlaw- Administrative Team Chair DHS



Special Education Reorganization



Special Education Extended School Year (ESY)

30 students in-
person

30 students remotely

Masks

Social distance

PPE



Mask breaks

Single student
supplies

Parent
transportation

Special Education DESE Updates

Then:

Supports and Resources

Optional

Half day of education

Now:

Instruction and Services

Required

Full days



Special Education: High Needs

Through the IEP process, students that have already been identified as having high needs

- o Students must meet at least two of the following criterion
 - Services provided outside of the general education environment
 - Service providers are special education teachers and related service providers
 - Special education services constitutes as 75% of the student's day
- o Students who primarily use aided and augmentative communication
- o Students who cannot engage in remote learning due to their disability-related needs
- o Students are homeless
- o Students in foster care or congregate care
- o Students dually identified as English Learners



Special Education: High Needs Process

	Primary Setting(s):		Service Provider(s):		Percent of Program Time Receiving Special Education Services:	
ROW 1	<input type="checkbox"/>	in general education classroom	<input type="checkbox"/>	general educators and paraprofessionals with consultation	<input type="checkbox"/>	under 25% of program time
ROW 2	<input type="checkbox"/>	in and out of general education classroom	<input type="checkbox"/>	combination of general educators, paraprofessionals, special educators and related service providers	<input type="checkbox"/>	between 25% and 75% of program time
ROW 3	<input type="checkbox"/>	out of general education classroom	<input type="checkbox"/>	special educators and related service providers	<input type="checkbox"/>	over 75% of program time

Decision Criteria for 6-21 year olds

These criteria are provided for your convenience. If the result of applying these criteria does not satisfactorily reflect the student's Level of Need, use professional judgment.

- **If two or three boxes are checked in Row 1, indicate low.**
- **If two or three boxes are checked in Row 2, indicate moderate.**
- **If two or three boxes are checked in Row 3, indicate high.**
- **If one box is checked in each row, indicate either moderate or high depending on the need of the student.**

Special Education: Duxbury High Needs

- A student who is Deaf or Hard of Hearing and receiving services from the Teacher of the Deaf regularly.
- A student with a visual impairment and receiving services from the Teacher of the Blind and/or Orientation & Mobility regularly.
- Students who use aided communication (Augmentative and Alternative Communication via communication device or pictures).
- A student receiving specially designed instruction from a Specialized Learning Community. (Transition, Partnership, Language Based)
- A student with academic AND related services in the C grid.
- A student who has been eligible for extended school year services.



Special Education Hybrid Elementary

- Special education professionals are scheduling student groups based upon skills instruction required and service delivery.
- Schedule as many services in person as possible
- May see some shifts in service delivery: ex: 4x30 may be reflected as 2x45 and 1x30
- In order to minimize contact across classrooms, some pull-out service will be delivered in a small separate learning space within the classrooms



Special Education Hybrid Secondary

- Prior to COVID DMS and DHS schedule identified a four-day cycle.
- Leading into this school year all IEPs were written for a four day cycle with services delivered three out of four days.
- COVID changed the building- based schedule to a four day cycle with all 8 periods meeting daily.
- 8 period/ day schedule: Inclusion (grid B) services every day.
- 8 period/ day schedule: Learning Center (grid C) services every day.



Special Education Cohort C

All services will be provided in the remote learning format.

Students will receive their instruction and services through synchronous and asynchronous learning.

The students will be provided a DLP to include the service time schedule similar to that of students in the hybrid model.



Special Education Evaluations

- Backlog of evaluations
 - August 12, 2020 started
 - 24 achievement, 17 psycho-education, 4 reading, and 3 OT
- Triennial Evaluations to come
 - Will try to complete while students are in school
 - May require parents to bring their student on Wednesdays
- Initial Evaluation Requests



Special Education: Parent Communication

District Board Certified Behavior Analyst (BCBA): Jennifer Blacioti

Individual Student Needs

Case Manager/Liaison phone call

Distant Learning Plans

Ongoing communication

Collaboration



Department of Public Health COVID-19 Metrics



Department of Public Health COVID-19 Metrics

- Each Wednesday, the Department of Public Health will release its [Weekly COVID-19 Public Health Report](#) that contains metrics for each municipality.
- There will be a color-coded indication posted for each municipality calculated on a rolling two-week basis.
 - **Red** will designate communities with more than 8 COVID-19 cases per 100,000 residents.
 - **Yellow** will designate communities that have more than 4 and up to 8 COVID-19 cases per 100,000 residents.
 - **Green** will designate communities that have 4 or fewer COVID-19 cases per 100,000 residents.
 - **Unshaded** will designate communities with small populations and fewer than 5 cases within the last 14 days.
 - **Duxbury is currently in the Unshaded category**



DESE Guidance on Using Color-Coded Metric

With new color-coded metric from DPH / COVID-19 Command, DESE is issuing additional guidance for selecting a learning model

New color-coded metric*		DESE expectation for learning model
RED	Average daily cases per 100,000 is greater than 8	Remote
YELLOW	Average daily cases per 100,000 is between 4 - 8	Hybrid OR Remote (if extenuating circumstances)
GREEN	Average daily cases per 100,000 is less than 4	Full-time in-person OR Hybrid (if extenuating circumstances)
UNSHADED	Fewer than 5 total cases over the past 14 days. Generally, this is for communities with small populations and very few cases.	

**Measured as a 14-day rolling average and will be reported weekly as part of the online DPH dashboard*



DESE Guidance on Using Color-Coded Metric

- **DESE:** “It is our expectation that districts’ learning models will follow this color-coded metric unless there are extenuating circumstances identified after consultation with local boards of health. This includes reviewing additional metrics, such as whether cases are increasing or decreasing, the local test positivity rate, and **other contextual factors.**”
- While districts and schools may choose to make immediate adjustments to initial fall reopening plans based on this data, districts may also wait for **multiple data reports** and allow for further time for consultation before making these updates.
- Reality Check
 - We will certainly take DESE’s guidance under advisement. It can be a very helpful data point as we consider our options.
 - There are zero districts (to my knowledge) in Eastern Massachusetts that are returning to school fully in-person. In fact, 30% of all Massachusetts’ districts are starting the school year fully remote.
 - Public sentiment has to be considered - there is no consensus about what is the “right” thing to do.
 - Important to test-drive a return to school in a hybrid model.
 - **We must consider the implications to our faculty and staff.**



Facilities Updates

- **Air quality**
 - Baseline air and surface samples were taken throughout the district, in both classrooms and hallway. Testing will continue throughout the school year.
- **HVAC**
 - Analysis of HVAC systems at Chandler and Alden were completed - systems operating efficiently and effectively.
 - Increased frequency of filter changes (2x)
- Hand Sanitizing stations will be plentiful and visible.
- Every classroom will be supplied with disinfectant spray/wipes.
- Our new disinfecting products are hospital grade.



Facilities Updates

- Plexiglass barriers installed where necessary.
- New signage/floor decals (hand-washing, social distancing, etc.) will be installed.
- Bathrooms cleaned/disinfected every two hours throughout the day.
- Custodians will make continuous rounds of cleaning/disinfecting of high-touch surfaces.
- Workstations (desks, etc.) will be cleaned/disinfected every day.
- Electrostatic spraying will be done, at a minimum, every Monday and Thursday night (i.e between cohorts).
 - Highly effective/redundant form of disinfecting.
 - Our daily/nightly cleaning regiment meets an extremely high safety standard



Recent Guidance from DESE: *Children of Teachers*

- On August 21, the DESE Commissioner made the following recommendation:
 - (i) I recommend these districts also further prioritize children of teachers for full-time, in-person instruction when feasible. Since the models will vary by district, districts will decide locally what constitutes full-time instruction for these students.”
 - (ii) I am also recommending that districts that are providing remote instruction allow teachers who are reporting to their schools to provide instruction to bring their own children to school with them for child care purposes, if feasible.
- Implication: Any Duxbury resident who is a teacher -- *anywhere in MA* -- would be eligible to send their children to school in Duxbury all four days.
- I am recommending that we do not make this accommodation.
 - Great idea, but simply too late in our back-to-school planning process.
 - Impact to cohorts, class sizes, staffing levels, and space requirements make this an untenable recommendation.
 - Bringing children into the school building for childcare purposes is both a safety concern (i.e. bringing additional people/germs into the building) and a distraction that could compromise the quality of our remote teaching model.



Financial Update



FY'20 Year End Summary

Salary Budget: \$29,749,989

Total Salary Expense: \$30,062,717

Ending Balance: \$(312,728)

General Expense Budget: \$7,186,958

Total General Expense: \$6,624,091

Ending Balance: \$562,867

FY'20 Operating Budget Year End Balance: \$250,139

To be appropriated to the Special Education Reserve Fund at 2021 Town Meeting.



FY'21 Fee Modifications

<u>Fee</u>	<u>Proposed Rate</u>	<u>Current Rate</u>
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Kindergarten	\$4,000
\$1,600	

FY'21 Offset Committed: \$537,944
FY'21 Offset Adjusted (est): \$256,000
Variance to be covered by FY'20 Revenue Offset Rollover: \$281,944

Bus Transportation	\$250/student	
\$150/student		
	\$500/family cap	\$300/family cap
	\$50 late fee/student	No late fee



FY'21 Offset Committed: \$200,000
FY'21 Offset Adjusted (est): \$120,000
Variance to be covered by FY'20 Revenue Offset Rollover: \$80,000

Device Protection Plan	\$30/device: grades 7 - 12	\$35/device: grades K -
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Coronavirus Relief Fund - CARES Act

Total School Allocation: \$673,200

Funds to be spent as follows:

- Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19);
- Were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the State or Federal government;
- Were incurred during the period that begins on March 1, 2020, and ends on December 30, 2020.

Expenditures to date include:

Technology: 33%
PPE/Germ Barriers: 19%
Facilities: 18%
Staffing: 10%
Instructional Materials: 9%
Instructional Software: 7%
Furniture: 3%
Professional Development: 1%

