

2020-2021 REOPENING UPDATE

SCHOOL COMMITTEE
MEETING

JULY 27, 2020

PUBLIC SCHOOLS of
BROOKLINE



Presentation can be accessed at
www.brookline.k12.ma.us/reopen

AGENDA

- ▶ Background
- ▶ Health & Safety Update
- ▶ Potential Learning Models
- ▶ Community Feedback
- ▶ Planning for High Needs Students
- ▶ Draft PSB recommendations
- ▶ Next Steps

COLLABORATORS

- ▶ PSB Senior Leadership and Internal Planning Teams
- ▶ PSB Principals and Department Leaders
- ▶ PSB School Committee
- ▶ PSB BEU & membership
- ▶ Ad Hoc Task Force on Remote Learning
 - ▶ Expert Advisory Panels
- ▶ Brookline Department of Public Health

BACKGROUND

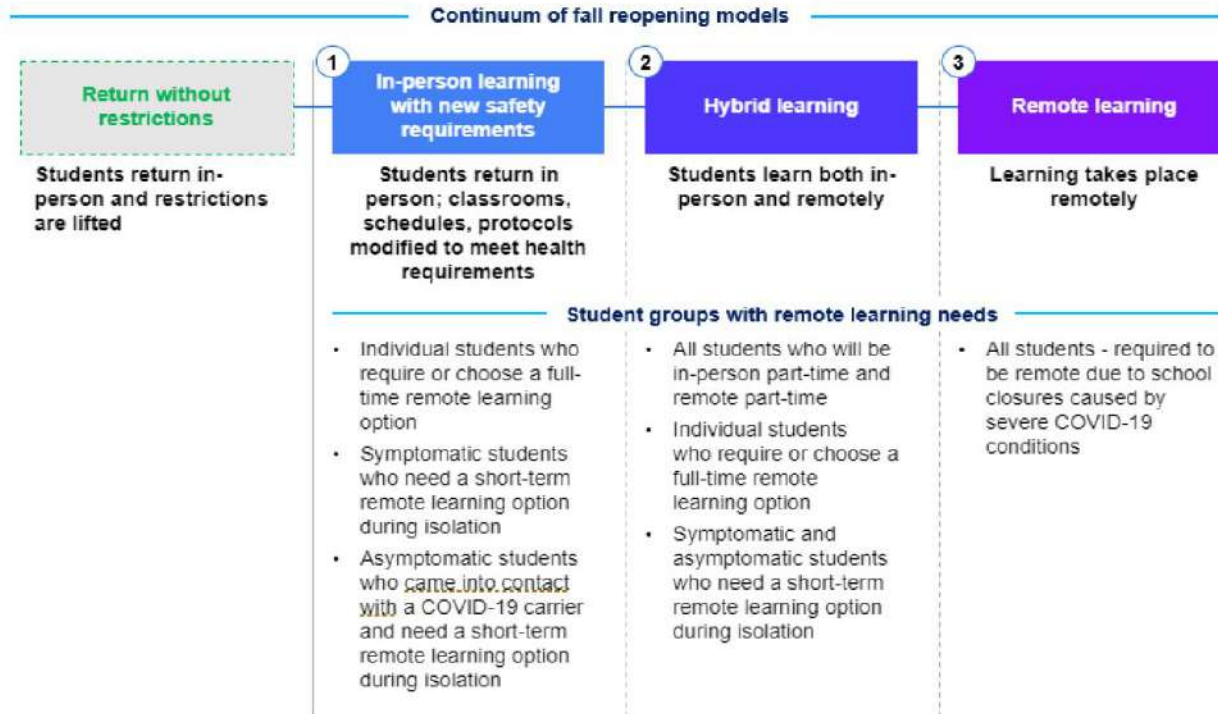
DESE recommends that all schools plan for the safe return to in-person settings, for as many students as possible.

Reopening Plan should address three potential learning models: **In-Person, Remote, and Hybrid** (June 25, 2020).

Regardless of the pandemic's status this fall, planning for remote learning is necessary to ensure preparedness for changing circumstances and to address the needs of students impacted by each scenario.

BACKGROUND

DESE Updated Guidance - July 24, 2020



BACKGROUND

[DESE Updated Guidance - July 24, 2020](#)

- ▶ School year is a minimum of 180 days.
- ▶ Students must receive a minimum of 900 and 990 hours of **structured learning time**:
 - ▷ Time in which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for core subjects and/or specialties.

BACKGROUND

What student groups are prioritized for in-person services?

- ▶ Students with disabilities and English learners, particularly those with more intensive needs;
- ▶ Students whose parents/caregivers report that they do not have access to reliable internet or a suitable learning space at home (particularly students experiencing homelessness or housing insecurity and students in foster care or congregate care);
- ▶ Students who are significantly behind academically;
- ▶ Students who were disengaged and/or who struggled significantly during previous remote learning periods; and
- ▶ Early learners (grades PK-5).

BACKGROUND

Key Dates:

July 31 - Preliminary Reopening Plan made to DESE

August 10 - Final Plans Submitted and Published

September 1 - All Staff Report

September 3* - First Day of School for students

**subject to change*

HEALTH & SAFETY UPDATE

- ▶ PPE supplies ordered (enough product through November 2020)
 - ▷ Masks, hand sanitizer, alcohol wipes, spray bottles, etc.
- ▶ Additional orders (supplies needed past November 2020) are in process
- ▶ Air quality and ventilation
 - ▷ Classroom window inventory
- ▶ [Transportation requirements \(DESE\)](#)
- ▶ Baker classroom walkthrough
 - ▷ Classroom space summary

HEALTH & SAFETY UPDATE

Classroom Space Summary

	SF Calc	Using 3 FT & Mask	Using 6 FT & Mask	Student Furniture Adequate
Baker	Yes	Yes	Concerns	No
Heath	Yes	Yes	Concerns	No
Runkle	Yes	Yes	Concerns	No
Lincoln	Yes	Yes	Concerns	No
OLS	Yes	Yes	Concerns	No
Pierce	Yes	Yes	Concerns	No
Lawrence	Yes	Yes	Concerns	No
Driscoll	Yes	Yes	Concerns	No
CCS	Yes	Yes	Yes	No
BHS	Awaiting	In progress	In progress	No
UAB	Awaiting	In progress	In progress	No
Tappan	Awaiting	In progress	In progress	No
Lynch	PK buildings agreed to 10 students max			No
Putterham	PK buildings agreed to 10 students max			No
Beacon	PK buildings agreed to 10 students max			No
Clark	PK buildings agreed to 10 students max			No

HEALTH & SAFETY UPDATE

Courses with additional health and safety concerns

Course	Indoor	Outdoor	Notes
Performing Arts	Not permitted at this time	Yes w/ 6-10 ft of physical distance	10 ft for chorus and woodwind/brass instruments Masks encouraged
Physical Education	Not permitted w/out mask 6ft of distance	Yes w/ 6-10 ft of physical distance	10 ft w/out mask (outdoor) 6ft w/ mask (indoor & outdoor)
<i>We strongly encourage these courses and activities be held fully or partially online if possible. If they are held in person, we strongly encourage - and at times require - these activities to occur outdoors - DESE Guidance for specific courses (Performing Arts, Visual Arts, Physical education), July 24, 2020</i>			

CORE HEALTH & SAFETY PRACTICES

If PSB decides to return in-person in any capacity:

- ▶ **Self-assess** and stay at home if you are not feeling well
- ▶ **Practice good hand hygiene**
- ▶ **Facial coverings/masks** required for all staff and all students in 2nd - 12th grade; *recommended* for all students in BEEP, Kindergarten, and 1st grade.
- ▶ **3-6 feet of Physical Distancing** maintained inside classrooms and around the building, including when eating
- ▶ **Cohorts & assigned seats**
- ▶ **Maximize ventilation**

CONSIDERATIONS FOR REOPENING

- ▶ Does our plan reaffirm our commitment to educational equity and anti-racism?
- ▶ Does our plan support the physical and mental health of our students, families, and staff amidst the COVID-19 pandemic?
- ▶ Does our plan address the needs of all of our students?

A dark blue geometric shape, resembling a large triangle or parallelogram, occupies the right side of the slide, pointing towards the bottom right corner.

OVERVIEW OF LEARNING MODELS

BEEP: IN-PERSON LEARNING MODEL

Students and staff participate onsite with in-person instruction five (5) days a week.

Commitment to remain open unless all PSB schools are closed.

10 students per classroom (125 available seats) + one teacher + one paraprofessional*

*Sub separate RISE classes = 6 students max + one teacher + 3 or 4 paraprofessionals

BEEP: IN-PERSON LEARNING MODEL

Program	Hours
Inclusive Pre-K Program (in-person 5 days a week)	8:00 - 12:15 p.m.
Full Day Sub Separate Pre-K Special Education Programs (RISE, Comprehensive/ALC)	8:00 - 2:20 p.m.
BEEP Extended Day	Early: 12:15 - 3:00 p.m. Late: 12:15 - 5:45 p.m.*

*Pending cleaning schedule and more information on prolonged exposure

IN-PERSON LEARNING MODEL

- ▶ Students and staff participate onsite with in-person instruction five (5) days a week.
- ▶ Students placed into cohorts:
 - ▷ Movement throughout the building
 - ▷ Lunch (if served in cafeteria)
 - ▷ Arrival and dismissal procedures
- ▶ 3-6 feet of social distancing between desks/tables in all classrooms and around the school building.
- ▶ Time allocation adjustments for health requirements (hand washing, mask breaks)

IN-PERSON LEARNING MODEL

PROS	CONS
Best provides for the social-emotional and learning needs for the majority of students.	Poses most risk in terms of personal safety for students, families and staff
Allows for as full of a range as possible for programming and learning opportunities as in a typical school year.	All PSB schools require their classrooms/learning spaces to be modified in order to comply with safety regulations
	Budget concerns related to additional expenses in transportation, staffing, medical materials, trailers (for additional classroom space), and plexiglass

HYBRID LEARNING MODEL

- ▶ **Students and staff participate onsite with in-person instruction 50% of the week and remote learning 50% of the week.**
 - ▷ In-person fully: BEEP, Grades K-2, high needs students
- ▶ **Students are divided into two cohorts (A/B) and follow either the “Two-Day” schedule or “Week on, Week off” schedule.**
 - ▷ Model reduces class sizes overall and provides more consistency in routines and learning.
- ▶ **Three to six feet of social distancing between desks/tables in all classrooms and around the school building.**
- ▶ **Time allocation adjustments for health requirements (hand washing, mask breaks).**

HYBRID LEARNING MODEL

"Two-Day" Hybrid Model

	Monday (Week 1)	Tuesday	Wednesday	Thursday	Friday	Monday (Week 2)	Tuesday
Cohort A	In-Person	In-Person	Remote	Remote	Remote	In-Person	In-Person
Cohort B	Remote	Remote	Remote	In-Person	In-Person	Remote	Remote

"Week on, Week off" Hybrid Model

	Monday (Week 1)	Tuesday	Wednesday	Thursday	Friday	Monday (Week 2)	Tuesday
Cohort A	In-Person	In-Person	In-Person	In-Person	In-Person	Remote	Remote
Cohort B	Remote	Remote	Remote	Remote	Remote	In-Person	In-Person

Sample Daily Schedule In-Person Model for Kindergarten - 2nd Grade

	Cohort A* (In-Person)	Cohort B* (In-Person)
8:00 - 8:30 a.m.	Morning Meeting	
8:30 - 9:30 a.m.	Science/Social Studies, led by Paraprofessional	Reading or Writing Lesson, led by Classroom Teacher
9:30 - 10:00 a.m.	Snack/Recess + Wash Hands	Math Lesson, led by Classroom Teacher
10:00 - 10:10 a.m.		Snack/Recess + Wash Hands
10:10 - 10:40 a.m.	Math Games, led by Paraprofessional	
10:40 - 11:10 a.m.	Reading or Writing Lesson, led by Classroom Teacher	Math Games, led by Paraprofessional
11:10 - 11:40 a.m.	Math Lesson, led by Classroom Teacher	Science/Social Studies, led by Paraprofessional
11:40 a.m. - 12:00 p.m.	Closing Meeting	
1:00 - 2:30 p.m.	Interventions for Math, Literacy, Special Education, English Learners	
*Classroom will be split into two cohorts to maintain 3-6 feet of distancing for in-person learning.		

Sample Daily Schedule "Two-Day" Hybrid Model for 3rd - 5th Grade

		Cohort A (In-Person)	Cohort B (Remote)
Mon/Tue	8:00 - 8:30 a.m.	Morning Meeting (Collaborative Time - Cohort B participates virtually)	
	8:30 - 9:15 a.m.	Math	Physical Education
	9:20 - 10:05 a.m.	ELA	Art
	10:10 - 10:55 a.m.	Social Studies/Science	Music/Conservatory or World Language
	10:55 - 11:40 a.m.	Snack + Recess	Physical Education/Break
	11:40 a.m. - 12:00 p.m.	Closing Meeting (Collaborative Time - Cohort B participates virtually)	
	1:00 - 2:30 p.m.	Interventions for Math, Literacy, Special Education, English Learners	
Wed	“Swing Day” - School buildings are cleaned and disinfected, Both cohorts use remote learning		
		Cohort A (Remote)	Cohort B (In-Person)
Thu/Fri	8:00 - 8:30 a.m.	Morning Meeting (Collaborative Time - Cohort A participates virtually)	
	8:30 - 9:15 a.m.	Physical Education	Math
	9:20 - 10:05 a.m.	Art	ELA
	10:10 - 10:55 a.m.	Music/Conservatory or World Language	Social Studies/Science
	10:55 - 11:40 a.m.	Physical Education/Break	Snack + Recess
	11:40 a.m. - 12:00 p.m.	Closing Meeting (Collaborative Time - Cohort A participates virtually)	
	1:00 - 2:30 p.m.	Interventions for Math, Literacy, Special Education, English Learners	

Sample Daily Schedule “Week On, Week Off” Hybrid Model for 6th - 8th Grade

		Cohort A (In-Person)	Cohort B (Remote)
Week 1	8:00 - 8:30 a.m.	Advisory (Collaborative Time - Cohort B participates virtually)	
	8:30 - 9:10 a.m.	Math	Physical Education
	9:10 - 9:55 a.m.	Science	Art
	9:55 - 10:20 a.m.	Snack/Recess + Wash Hands	Break
	10:20 - 11:10 a.m.	ELA	Music/Conservatory
	11:10 - 11:55 a.m.	Social Studies	World Language
	11:55 a.m. - 12:00 p.m.	Pack-Up/Cleaning (Collaborative Time - Cohort B participates virtually)	
	1:00 - 2:30 p.m.	Interventions for Math, Literacy, Special Education, English Learners	
		Cohort A (Remote)	Cohort B (In-Person)
Week 2	8:00 - 8:30 a.m.	Advisory (Collaborative Time - Cohort A participates virtually)	
	8:30 - 9:10 a.m.	Physical Education	Math
	9:10 - 9:55 a.m.	Art	Science
	9:55 - 10:20 a.m.	Break	Snack/Recess + Wash Hands
	10:20 - 11:10 a.m.	Music/Conservatory	ELA
	11:10 - 11:55 a.m.	World Language	Social Studies
	11:55 a.m. - 12:00 p.m.	Pack-Up/Cleaning (Collaborative Time - Cohort A participates virtually)	
	1:00 - 2:30 p.m.	Interventions for Math, Literacy, Special Education, English Learners	

Sample Daily Schedule "Two-Day" Hybrid Model for 9th - 12th Grade*

Mon	Tue	Wed	Thu	Fri

Orange = In-Person, Blue = Remote, Purple = Lunch/Teacher Collaboration Time

*Red Cohort meets in-person on Monday, Tuesday, and Wednesday Morning; Blue Cohort meets in-person on Wednesday Afternoon, Thursday, and Friday.

HYBRID LEARNING MODEL

<u>Both Hybrid Models</u>	
PROS	CONS
Safer alternative to full in-person	Scheduling may be difficult to reconcile between families and staff, in and out of PSB
Able to provide for social-emotional and learning needs	Staff will have to divide their planning/instructional time between in-person and remote learning
Provides in-school experience	PSB classrooms/learning spaces to be modified in order to comply with safety regulations
	Most complex and difficult model to implement

HYBRID LEARNING MODEL

“Two-Day” Hybrid Model

PROS	CONS
Schedule is more routine and consistent, allowing for better development for students and family management	Requires additional cleaning and disinfecting on “Swing Day” (Wednesday)
“Swing Day” (Wednesday) allows for greater flexibility in teacher planning	Teachers will need support to implement instructional practices

“Week on, Week off” Hybrid Model

PROS	CONS
Consecutive days in-person supports socialization/interactions, building relationships, and instructional momentum	Working parents will need alternative childcare during weeks when students are engaged in remote learning.
	Students and staff may struggle being apart and away from the classroom for one week

HYBRID LEARNING MODEL

Specific concerns from School Leaders

- ▶ Schools may be short spaces (and staff) if we need smaller class sizes and all grade bands are in the building
- ▶ Cohorting students based on need could limit inclusionary practices
- ▶ Logistics take away from instructional leadership
- ▶ Some teachers would be fully remote and others in-person
- ▶ Shorter and fewer in-person school days to meet the health and safety requirements for cleaning, performing arts and physical education

REMOTE LEARNING MODEL

Students and staff participate in distance learning.

- ▶ Learn from March 2020 - June 2020. Students will receive regular and consistent opportunities to access live synchronous learning.
- ▶ Students and staff will use one primary platform during remote learning (Seesaw, Google Classroom, or Canvas).
- ▶ Maintain as many aspects of in-person learning as possible.

REMOTE LEARNING MODEL

[DESE Updated Guidance - July 24, 2020](#)

- ▶ Student attendance taken daily
- ▶ Teachers expected to provide consistent formal and informal feedback to families
- ▶ Common learning expectations for grade levels and content areas
- ▶ Students must have regular, consistent opportunities to access live, synchronous instruction, student-to-student interaction, collaborative assignments/projects, teacher feedback, and other needed supports

REMOTE LEARNING MODEL

[DESE Updated Guidance - July 24, 2020](#)

- ▶ Comprehensive plan for delivering Special Education and English Learner services
- ▶ Access and connectivity for every student and teacher
- ▶ Uniform digital learning, collaboration and content platforms
- ▶ Training and support for students, families and staff members

REMOTE LEARNING MODEL

PROS	CONS
Safest model for students, families, and staff	Provides the least amount of support for teaching and learning and overall classroom engagement
Ensures in-person availability for high needs students who require these services	Impact of social isolation on child development
Consistent experience for students and staff from SY2019-2020, with opportunities for growth and improvement	Difficult for families; Instruction predicated on available technology and access
	Presents pedagogical challenges related to formative assessments, feedback, and differentiation

COMMUNITY FEEDBACK

PSB sent a online survey sent to all families and staff on July 15 requesting feedback on reopening.

Over 7000 responses collected upon closing on July 22 (staff) and July 23 (families):

- ▷ **77%** response rate for families
- ▷ **74%** response rate for staff

COMMUNITY FEEDBACK

Overarching Feedback from Families

- ▶ **16%** prefer remote learning model
- ▶ **39%** prefer hybrid learning model
- ▶ **39%** feel “extremely comfortable” or “quite comfortable” with returning to school.
- ▶ **40%** prefer “Two-Day” hybrid model; **22%** prefer “Week on, Week off”

Top concerns:

- ▶ Not enough live sessions with teachers and peers (remote/hybrid)
- ▶ Lack of student socialization (remote/hybrid)
- ▶ Ability to provide appropriate learning opportunities and lack of student engagement (remote/hybrid)

COMMUNITY FEEDBACK

Overarching Feedback from Staff

- ▶ **41%** prefer remote learning model
- ▶ **40%** prefer hybrid learning model
- ▶ **15%** feel “extremely comfortable” or “quite comfortable” with returning to school
- ▶ Staff evenly split between ‘Two-Day’ and “Week on, Week off” hybrid models (**34% each**)

Top concerns:

- ▶ Managing both in person and online learning at the same time (hybrid)
- ▶ Sanitizing buildings between cohorts (hybrid)
- ▶ Capacity to create genuine classroom experience (remote)

PSB REOPENING OPTIONS*

(Option 1 - Hybrid)

PRIORITIZES FULL IN-PERSON LEARNING FOR HIGHEST NEEDS AND YOUNGEST LEARNERS

Learning Model	Grade Bands/Student Population
In-person (5 days a week)	• BEEP • K-2 • High needs students
Hybrid**	• 3-8 • 9-12
Full Remote	• Any student or family who needs to opt out of any type of in-person learning model

*Draft subject to change

**Specific hybrid model to be determined

PSB REOPENING OPTIONS*

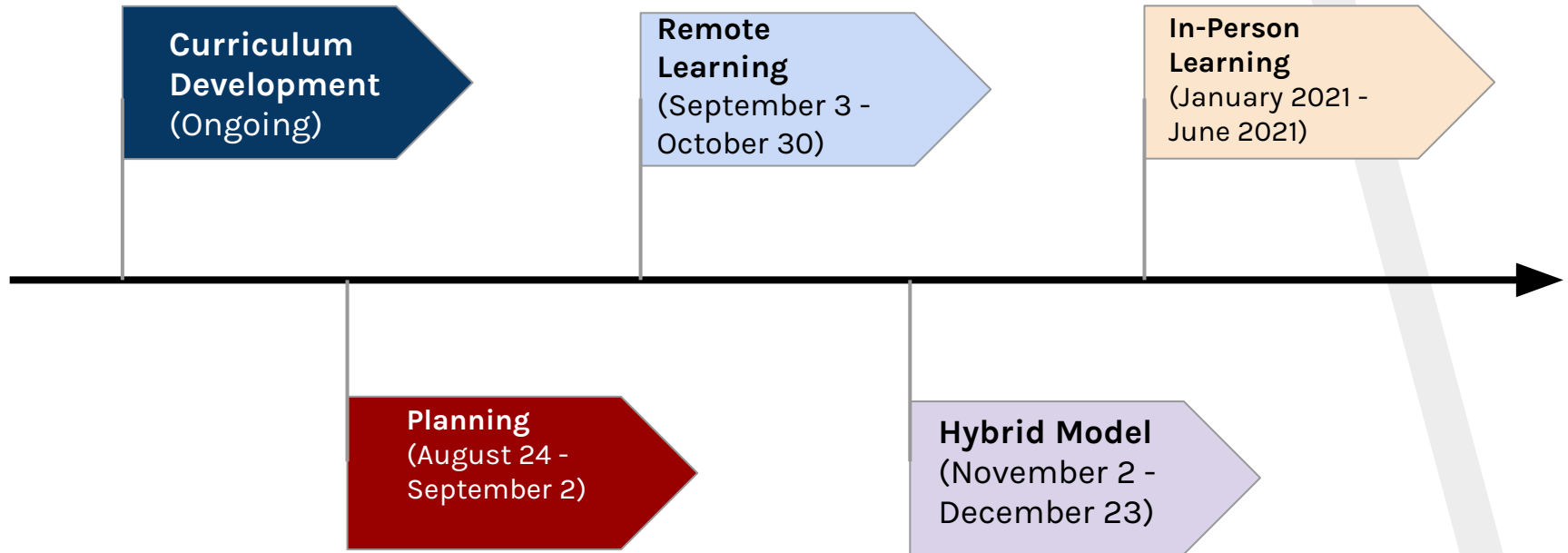
(Option 2 - Phased Reopening)

PHASED REOPENING THAT BEGINS WITH MOST (NOT ALL) STUDENTS IN A REMOTE LEARNING SETTING

Learning Model	Grade Bands/Student Population
In-person (5 days a week)	● BEEP ● High needs students
Hybrid	N/A
Full Remote	● K-2 ● 3-8 ● 9-12

*Draft subject to change

SUGGESTED TIMELINE ON PHASED REOPENING



*Example only: Dates and content subject to change

NEXT STEPS - PSB Team

- ▶ Window inventory (PSB school buildings)
- ▶ Ventilation review (PSB school buildings)
- ▶ Second survey to staff and families
- ▶ Scheduling (if in-person in any capacity)
 - ▷ Cohorting
 - ▷ Recess
 - ▷ Mask breaks/hand washing
 - ▷ Arrival/dismissal
 - ▷ Transportation
- ▶ Curriculum and Training/PD planning

NEXT STEPS - PSB Team (+)

- ▶ COVID-19 testing
- ▶ Finalize budget -- how much more we will receive for CARES Act (school and Town)
- ▶ Finalize enrollment and staffing
- ▶ Negotiations with BEU
- ▶ Select and plan for remote learning option
- ▶ DESE preliminary plan -- July 31
- ▶ School Committee vote -- August 6

QUESTIONS?