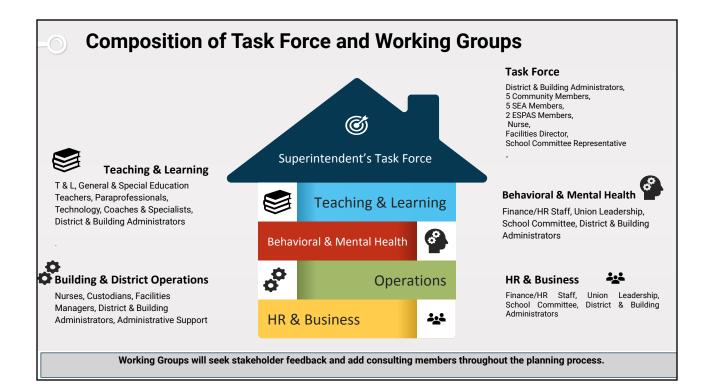
# Superintendent's Reopening Task Force

Update July 10, 2020







Sarah Gees Bhosrekar, Community Member Bridget Riesenberg, Community Member Kasey Rogers, Community Member Mark Gallagher, Community Member Kim Napoli, Community Member Jacqueline Alphonso Barry, Community Member

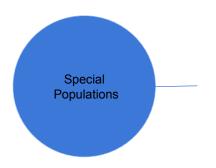
Maggie Helon, School Committee



**Brad Crozier**, Superintendent Kim Swain, Assistant Superintendent Stephanie Juriansz, Student Services Director Don Sawyer, Business and Finance Director Bill Barletta, Joint Facilities Director Jeff LaBroad, Haynes Principal Susan Woods, Nixon Principal Annette Doyle, Noyes Principal Sara Harvey, Loring Principal Jeff Mela, Curtis Principal Betsy Grams, Wellness Curriculum Coordinator Carolyn Lucchese, Nixon Library Media Specialist Jeanmarie Skahan, Haynes Teacher Karen Blumberg, Loring Guidance Counselor Karen Devine, Noyes Team Chair Kathy Dellicker, Curtis Administrative Assistant Tracy Berry, Special Education Tutor Abbey Salon, Curtis Teacher



Kim Swain, Assistant Superintendent Stephanie Juriansz, Student Services Director Lauren Egizio, Humanities Coordinator Karen Wolfson, Mathematics Coordinator Susan Woods, Nixon Principal Jeff Mela, Curtis Principal Angela Menke, Curtis House Administrator Stephanie Kogan, Noyes Special Education Teacher Carolyn Lucchese, Nixon Library Media Specialist Jeanmarie Skahan, Haynes Teacher Dawn Parisi, ESL Teacher Rebecca Howard, Loring Teacher Erin Kehew, Haynes Special Education Teacher Annya Pedreschi, Curtis Team Chair Abbey Salon, Curtis Teacher Jacqueline Alfonso Barry, Community Member Maggie Helon, School Committee Member



Consulting Members
Sandra Walters, Director of METCO
Anna Lassoff, Team Chair/Special Educator
Carolyn Curnow, Special Educator
Dena Salom, Parent
Lindsey Carapezza, Curtis Team Chair/SLP
Rian Murray, Curtis Special Education Teacher
Alexis Strauss, Special Education Teacher, Noyes
Anne Chabot, Nixon Nurse

Stephanie Juriansz, Director of Student Services Stephanie Kogan, Noyes Special Education Teacher Dawn Parisi, ESL Teacher Rebecca Howard, Loring Teacher Erin Kehew, Haynes Special Education Teacher Annya Pedreschi, Curtis Team Chair Anh Le, Noves Team Chair Karen Devine, Noves Team Chair Anh Le, Team Chair/Preschool Coordinator Maia Proujansky-Bell, Parent and SEPAC Chair Kate Mellon, Parent Heather Pendergast, Preschool Teacher Heidi Strauss, Occupational Therapist Tricia Callison-Keller, NECC BCBA Erin Dyett, NECC BCBA Elizabeth Novak, Nixon SLP Emily Ambeau, Curtis Adjustment Counselor Michelle Kelleher, Curtis Special Education Teacher Amy Canute, Parent

Silvia Nerssessian, School Committee Member



Jeffrey LaBroad, Haynes Principal
Sara Harvey, Loring Principal
Jeff Mela, Curtis Principal
Bill Grubb, Curtis House Administrator
Bill Barletta, Joint Facilities Director
Carol Bradford, Nurse Coordinator
Jo-Ann Schuster, Nixon Administrative Assistant
Kim Napoli, Community Member
Sarah Gees Bhosrekar, Community Member
Kasey Rogers, Community Member

Suzie Kornblum, Sudbury Extended Day Director



Brad Crozier, Superintendent
Don Sawyer, Business & Finance Director
Marc Gallager, Community Member
Tracy Berry, Nixon Special Education Tutor
Kathy Dellicker, Curtis Administrative Assistant

Betsy Grams, Wellness Curriculum Specialist
Annette Doyle, Noyes Principal
Elizabeth Clark, Noyes Psychologist
Karen Blumberg, Loring Guidance Counselor
Terry Miller, Curtis Guidance Counselor
Jennifer Vlacovsky, District Social Worker
Bridget Riesenberg, Community Member
Jacqueline Alphonso Barry, Community Member



#### **Consulting Members**

Stephanie Kogan, Noyes Special Education Teacher Chris Thibodeau, Curtis Teacher Kim Doherty, Curtis Special Education Teacher Betsy Caldwell, Nixon Specialist Teacher Kelsey Chandler, Loring Teacher Melissa Morabito, Nixon Teacher Jeff Lappin, Assistant Student Services Director

### Working Group Updates: Teaching & Learning



#### In-Process

- Subcommittees to focus on ES, MS, Special Populations
- Content specific consulting groups
- Focus on structures and instructional guidelines for the three learning scenarios: in-person, hybrid, distance
- Develop schedules

#### **On-Going**

- Stay current with guidance from DESE, e.g. assessment, content standards
- Identify needs for materials/equipment/training/mo difications to site
- Review feedback from stakeholders
- Identify professional development needs

## Working Group Updates: T& L for Special Populations

#### **In-Process**

- Subcommittees to focus on particular special populations: Those who are high needs: PK-2, students with disabilities, English learners, economically disadvantaged or disconnected students
- Focus on structures and instructional guidelines for each learning scenario
- Least restrictive cohort groupings for service delivery models
- Masks/PPE/Cleaning protocols for specific needs
- Specialized programs for high needs or youngest students

- Curricular modification
- Related services and continuity of service delivery
- Special Education protocols for IEP meetings/testing/evaluations
- Stay current with guidance from DESE
- Identify needs for materials, equipment, training modifications
- Specialized Transportation and partnering with families

### Working Group Updates: Behavioral & Mental Health



#### **Priority Areas**

- Focus on students, families, and staff
- Consider short- and long-term behavioral and emotional supports
- Establish a sense of safety
- Facilitate connectedness and positive relationships
- Build students' social-emotional competencies - especially coping, self-regulation, and help-seeking
- Focus on equity and inclusion
- Facilitate trauma-sensitive school culture

#### **Current Actions**

- Plan back-to-school social events/activities to foster connection
- Prepare scripts / videos / slide decks for teachers to use for consistent messaging
- Establish school routines to welcome students and adhere to new health requirements
- Develop a referral and screening process for mental health
- Engage families and invite collaboration

#### Working Group Updates: Building & District Operations



#### **Areas of Focus**

- Facility capacity (and potential temporary modifications)
- Furniture & equipment needs
- Building usage for arrival/dismissal, lunch, recess
- Health & Safety
- Cleaning & sanitation protocols
- Food Service
- Transportation
- Extended Care
- Communication Planning (district and site-based)

#### **Current Activities**

- Drafting district operational guidelines to support in-person learning (full and part-time)
- Supporting immediate district home/school communication
- Consultation with outside providers (e.g. Sudbury Extended Day, Whitsons Food Service)
- Monitoring of national, state and local health and educational advisories and guidance
- Capturing data on available resources (space, equipment, furniture) to assure physical distancing
- Exploring feasibility of various options and scenarios for visitors, arrival/dismissal, lunch, hallway usage, storage, etc.

### Working Group Updates: HR & Business



- Researched the age of staff to seek information on the number of staff in high-risk category.
- Discussed possible funding sources outside of the School Budget (grants, stimulus)
- Created an inventory of equipment and furniture in each school
- Discussed HR implications of staff being out and substitutes
- Created a class size study

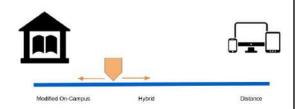
#### **Guiding Principles**

- National, state and local health officials and leaders make the health decisions.
  - Cohort model
  - Health and safety protocols
- Focus on health and meeting the needs of all students.
- Equity and Access for all Students
  - o Teacher directed learning for all educational models
  - Access to devices and internet for all students
  - Social and Emotional Care
- Planful use of finances and resources
  - Budget
  - Staffing

#### **District Facial Covering Expectations**

- All staff will wear cloth face covering, disposable mask or face shields
- All students will be required to wear face coverings on the buses and vans
- Students Pre-k to 8 will be required to wear face covering in classrooms, hallways. Breaks without coverings will be scheduled with distancing 6' or greater at the staff's direction

#### Models



The DESE has required Districts to prepare plans for three modes of school reopening.

- Modified on-campus for all students in which protocols would be in place to reduce risk for students and staff
- Distance learning in which students would engage in remote learning that would be comprised of "live" teaching and independent activities.
- Hybrid model would combine in-person learning with distance learning on a schedule where approximately half of the students would alternate being in school while the other half would engage in distance learning.

\*Districts will offer a full remote plan for students who are unable to attend school due to health or other concerns. This plan may be state or locally sponsored.

#### Three Approaches to Learning



### **Modified In-Person On-Campus**

All students attend in person with enhanced safety procedures



#### **Hybrid**

Students attend in person 50% of the time and remotely 50% of the time



#### **Distance**

All students engage in learning remotely

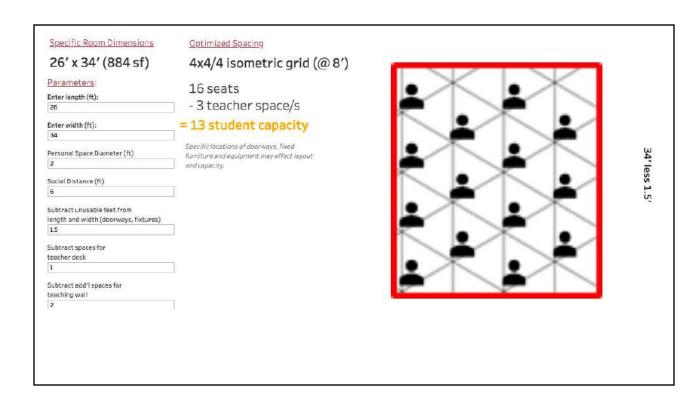
Three Approaches to Learning	Modified In-Person	Hybrid	Distance
Prioritize health of all community members and meeting the needs of all students	Â	1	- <u>-</u> -
Purchase equipment/furnishings/PPE	<u> </u>	1	- <u>-</u> -
Transportation schedules	<u> </u>	1	
Redeploy staff as needed	<u> </u>	1	
Recapture or repurpose instructional spaces	<u> </u>		
Cleaning and safety protocols	<u> </u>	1	
No large groups, visitors, field trips	<b>A</b>	1	-
Cohort model	<u> </u>	1	
Adjusted daily schedules	A	1	
Identified specialized supports continue		1	
Identified student populations may attend more frequently		1	
Synchronous and asynchronous learning		1	- <u>-</u> -
Technology support for staff and families		<u>"</u>	

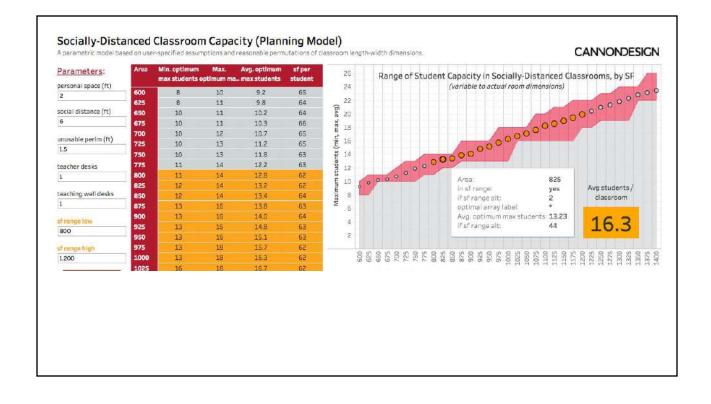
### **Determining Building Capacity**

Building capacity is a critical component in determining how in-person and hybrid models would function. DESE and Massachusetts School Building Authority (MSBA) partnered with CannonDesign to create a tool to calculate building capacity.

- The tool calculates the optimal number of people that can fit in a room mathematically
- Allows for custom calculations based on fixed furniture, number of staff members, and distancing.
- Provides a room layout diagram based on the square foot requirements

Please note that this is a starting point and there may be alternate spaces within buildings that can be utilized. Assessing each room at each school would be necessary to finalize student capacity.





### **Curtis Capacity**

Current Enrollment: 922 with 42 Homerooms

Average CORE content teaching space is 825 sq ft.

Class size:

6' social distance - 13 Students - 71 Homerooms

5' social distance- 17 students- 55 homerooms

4' social distance - 22 Students - 42 Homerooms

3' social distance - 29 Students - 32 Homerooms

#### Socially-Distanced Classroom Layout and Capacity CANYONDESIGN Specific Room Dimensions Optimized Spacing 25' x 33' (825 sf) 7x5/4 isometric grid (@ 5') Parameters: 32 seats Enter length (ft): - 3 teacher space/s = 29 student capacity Enter width (ft): Specific locations of doorways, fixed Personal Space Diameter (ft) furniture and equipment may affect layout Social Distance (ft) Subtract unusable feet from length and width (doorways, fixtures) 1.5 Subtract spaces for Subtract add'l spaces for teaching wall

### **Loring Capacity**

Current Enrollment: 444 with 22 sections

Average CORE content teaching space is 870 sq ft.

Class size:

6' social distance - 13 Students- 35 sections

5' social distance- 17 students- 27 sections

4' social distance - 24 Students- 19 sections

3' social distance - 32 Students- 14 sections

### **Noyes Capacity**

Current Enrollment: 518 with 24 sections

Average CORE content teaching space is 884 sq ft.

Class size:

6' social distance - 13 Students - 40 sections

5' social distance- 18 students- 29 sections

4' social distance - 25 Students - 21 sections

3' social distance - 37 Students - 14 sections

#### **Nixon Capacity**

Current Enrollment: 317 with 15 sections

Average CORE content teaching space is 875 sq ft.

Class size:

6' social distance - 13 Students - 25 sections

5' social distance- 18 students- 18 sections

4' social distance - 25 Students - 13 sections

3' social distance - 33 Students - 10 sections

### Haynes Capacity

Current Enrollment: 340 with 17 sections

Average CORE content teaching space is 875 sq ft.

Class size:

6' social distance - 13 Students - 27 sections

5' social distance- 18 students- 19 sections

4' social distance - 25 Students - 14 sections

3' social distance - 33 Students - 11 sections

# In progress...

Guidance	<ul> <li>Commissioner's Letter to School Committees</li> <li>Video from Medical Community</li> <li>Updated SPED guidance (7/9)</li> <li>Transportation, Extracurriculars, Specialists</li> </ul>
Assessment	<ul> <li>Inventory (e.g. desks, PPE, devices, cameras, materials)</li> <li>Family preferences re: instructional models and transportation</li> <li>Staff needs</li> <li>Student Needs</li> <li>Student Learning</li> </ul>
Planning	<ul> <li>Receive template from state, complete, and submit on July 31</li> <li>Superintendent's Task Force and Working Groups</li> <li>PD for staff and administrators with a focus on technology integration, anti-racist educational practices, and social and emotional health</li> <li>Educational planning for unfinished learning and new learning</li> </ul>
Implementation	<ul><li>Site modifications</li><li>Scheduling</li></ul>