Shawsheen Valley RVTHS Fall 2020 Reopening Plan

Bradford L. Jackson, Ed.D., Superintendent Director

Jessica L. Cook, Principal

August 7, 2020

DESE Initial Fall School Reopening Guidance June 25, 2020

- Goal: "the safe return of as many students as possible to in-person school settings to maximize learning and address our students' holistic needs."

- Prepare 3 plans:
  - <u>Full Reopen</u> – Reopen with all students physically attending school while observing required social distancing guidelines issued by DESE;
  - <u>Hybrid Reopen</u> – Some students physically attend school (observing social distancing) and the remainder attend remotely; and
  - <u>Remote Reopen</u> – 100% of students attend school remotely with stricter expectations for student performance, participation and graded work.

- DESE's order of preference
  - Full Reopen -> Hybrid Reopen -> Remote Reopen

Fall Reopening Core Planning Team

Name	Position
Brad Jackson	Superintendent-Director
Melanie Hagman	Assistant Superintendent-Director, Business Manager
Jessica Cook	Principal
Jenna Lesko	Assistant Principal/Director of Data & Assessment
Dave Norkiewicz	Director of Vocational & Technical Programs
Matt Baione	Director of Guidance & Health Services
Andy Pigeon	Director of Community Services & Post-Secondary Programs
Annamaria Schrimpf	Director of Education Technology & Digital Learning
Jeffrey Albert	Director of Student Services (starts August 10, 2020)
Maggie Joyce	School Nurse
Patricia Noonan	Coordinator, Shawsheen Valley School of Practical Nursing
Carole Butze	Faculty member, Shawsheen Valley School of Practical Nursing

Hitting a Moving Target...

Date	Guidance Issued by DESE
June 25, 2020	Initial Fall School Reopening Guidance
July 9, 2020	Comprehensive Special Education Guidance
July 10, 2020	Additional Guidance on Fall Reopening Plans
July 15, 2020	Two-Step Process for Reporting Fall Reopening Plans
July 17, 2020	Guidance for Responding to COVID-19 Scenarios
July 22, 2020	Fall Reopening Facilities and Operations Guidance
July 22, 2020	Fall Reopening Transportation Guidance
July 24, 2020	Guidance for Courses Requiring Additional Safety Consideration
July 24, 2020	Remote Learning Guidance
July 27, 2020	Additional Staff Training Days for Fall 2020
July 29, 2020	Career/Vocational Technical Education Reopening Guidance
August 3, 2020	Supplemental Information for Science Courses and Laboratory Work
August 3, 2020	Adult and Community Learning Opening Guidelines

Step 1: Assessing the Full Reopen Model

- All building space assessed against DESE Physical Distancing guidelines.
  - Teachers invited to participate in the assessment of their space
  - Look for opportunities to expand space, prioritize core usage, eliminate superfluous furniture/equipment, move material stored in classroom to out-of-class storage.
  - Develop consensus as to room/space capacity.

Conclusion: Full Reopen Option is not Implementable

- 6 shops do not have adequate space/design to accommodate 2 grades of students simultaneously under current DESE physical distancing guidelines:
  - Advanced Manufacturing Technology
  - Automotive Technology
  - Graphic Communications
  - ISSN/Programming & Web Development
  - Masonry
  - Metal Fabrication

- Additional number of shops that would require significant modification, more outside work (weather dependent) or student access to clinicals (industry dependent)

Conclusion: Full Reopen Option is NOT Implementable (continued)

- DESE guidelines on Physical Distancing significantly impacts capacity of core operational components:
  - 77 passenger buses now have maximum capacity of 25 students
  - 12 foot long cafeteria tables that could fit up to 12 students can now only fit 4
- Academic Classrooms will be "de-cluttered" to allow adequate class sizes, meeting DESE's minimum physical distancing requirements:
  - Many classrooms still have significantly reduced capacity

Step 2: Assessing the Hybrid Reopen Model

- Draft Hybrid Schedule developed by SVTHS administration as part of state-wide collaboration among CTE school principals.
  - Draft schedule reviewed by entire Core Planning team.
  - Department-level meetings held with all departments and shop sectors to review draft schedule, assess impact of schedule on academics and shop and brainstorm improvements/modifications.
  - Develop consensus as to best hybrid schedule.

Developing a Hybrid Schedule

- Driven by priorities:
  - Health & safety – ability to adhere to current guidance (i.e. bus capacities)
  - Face-to-face time in the building every week (vs. every other week)
  - Flexibility to support high needs students
  - Student access to course offerings
  - Authentic work in CTE programs
  - Adaptable exploratory program
  - Student access to Co-op program
  - Familiar structure & routine

Selected Hybrid Schedule - Overview

KEY:

Academics – at school
Academics - Remote
Shop – at school
Shop - Remote

PAGE 1: BIG PICTURE – SCHEDULE BY WEEKLY ROTATION

Week 1A

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 9	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*
Grade 10	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school
Grade 11	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school
Grade 12	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*

Week 2A

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 9	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school
Grade 10	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*
Grade 11	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*
Grade 12	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school

Week 1B

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 9	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school
Grade 10	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*
Grade 11	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*
Grade 12	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school

Week 2B

	Monday	Tuesday	Wednesday	Thursday	Friday
Grade 9	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*
Grade 10	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school
Grade 11	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school
Grade 12	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*

Selected Hybrid Schedule – Grade-level View

PAGE 2: SCHEDULE ROTATION BY GRADE LEVEL

Grade 9

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*
Week 2A	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school
Week 1B	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school
Week 2B	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*

Grade 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school
Week 2A	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*
Week 1B	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*
Week 2B	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school

Grade 11

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school
Week 2A	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*
Week 1B	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*
Week 2B	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school

Grade 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1A	Shop – at school	Shop – at school	Shop – at school	*Shop - Remote*	*Shop - Remote*
Week 2A	*Academics - Remote*	*Academics – Remote*	*Academics – Remote*	Academics – at school	Academics – at school
Week 1B	*Shop - Remote*	*Shop - Remote*	*Shop - Remote*	Shop – at school	Shop – at school
Week 2B	Academics – at school	Academics – at school	Academics – at school	*Academics - Remote*	*Academics – Remote*

Remote Learning Expectations

- Time/Attendance
  - Follow 8-period schedule – attendance taken in Microsoft Teams/Aspen at the start of each period – student attendance is required (schedule modifications allowed on the CTE side based on shop structure/needs).
    - *Modified homeroom period for in-school students to allow for staggered drop-off from 7:25am – 7:45am.*

- Grading
  - Return to normal grading structure.

- Curriculum/Instruction
  - Structured to maximize face-to-face time with students and to ensure it is reasonable & accessible when students are connecting remotely.

- Code of Conduct
  - Expectations for remote participation.

CTE Considerations: Exploratory & Co-op

- Exploratory
  - Consistent rubric to ensure 2-day vs. 3-day in school cycles are assessed equally.
  - Extend exploratory program to 14-15 weeks (instead of 12).
  - Prioritize placement in top choices early-on.

- Co-op
  - Co-op program will continue for eligible grade 12 students in accordance with guidance from DESE and other state agencies.
  - Co-op office is working proactively with co-op employers to ensure compliance with health and safety requirements in all settings where students will be placed.
  - Co-op office will maintain communication and oversight to monitor student safety throughout the school year.

CTE Considerations: Shop-Specific Concerns

- Clinicals
  - Clinical assignments are not anticipated for at least the first few months of school since clinical sites for health careers are not currently accepting students due to COVID-related concerns.

- Service-Related Programs
  - DESE has issued guidance on service-related programs that have external customers & interactions with the public, those programs at Shawsheen include: Culinary Arts, Graphic Arts, Automotive Technology, Automotive Collision, and Cosmetology
  - We are adopting procedures to ensure alignment with this guidance.

- Individual Shop Considerations
  - Ongoing: modifications to physical spaces and program delivery in each unique shop environment.

Prioritizing Students for 100% In-Person Learning

DESE encourages districts to prioritize full-time in-person instruction, to the extent it safe and feasible to do so, for:

- Students with disabilities (see next slide for more details) 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).

In cases where the student populations listed above comprise too large a group to safely return all of the prioritized students in person, DESE strongly encourages districts to prioritize students in the first two groups for in-person instruction.

Source for information on slide: *"Remote Learning Guidance for Fall 2020" from the MA Department of Elementary and Secondary Education on July 24, 2020*

Prioritizing Students for In-Person Learning - Students w/ Disabilities

DESE urges schools and districts to prioritize in-person instruction for two particular groups of students with disabilities: preschool-aged students, and students with significant and complex needs.

As identified in the guidance released on July 9, students with complex and significant needs include:

- Students already identified as "high needs" through the IEP process on the IEP form entitled "Primary Disability/Level of Need-PL3." **Such students must meet at least two of these criteria:**
  - Services provided outside of the general education classroom;
  - Service providers are special education teachers and related service providers;
  - Special education services constitute more than 75% of the student's school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless;
- Students in foster care or congregate care; and/or
- Students dually identified as English Learners.

Professional Development Focus

- Ensure staff understand the health & safety rules & procedures in place and how to implement them with students;

- Provide staff with clear guidance on expectations for remote learning;

- Equip staff with knowledge and tools of inclusive practices to best support all learners, particularly our students with the highest needs;

- Equip staff with knowledge and tools regarding SEL & trauma-informed practices to support students' mental health needs;

- Provide staff with in-depth training of Microsoft Teams and related components of other Microsoft products to ensure consistent & reliable delivery of curriculum & instruction under a hybrid or remote learning model;

- Provide departments/programs with structured collaboration time to develop/revise curriculum and develop plans/expectations for department-specific needs.

Caveats

- There is no manual for this work. Internal, local and state-wide collaborations among educators have been an essential ingredient in this work.

- Some or all of this plan may require adjustment based on status of Coronavirus in mid-September.

- Plan assumes adequate staffing levels will be available to execute the plan.

- Some components of this plan may impact mandatory subjects of bargaining and may require bargaining with the STA.

- Our work has only just begun. There are MANY issues that still need to be resolved - some are on our radar already, some will be identified from questions asked by staff, parents, students and our community.

Work in Progress - "TBD" is the new norm

Supporting Access Within the Hybrid Model:
- Option for parent/student to opt-out.
- Structure for students who opt for 100% remote.
- Option for high-needs students to participate 100% in-person.
- Student technology needs for remote portion of hybrid model.
- Ensuring adequate access to technology while students are in the building.
- Identify students prioritized for in-person learning.
- Student and Parent/Family Training and Support.

Preparing Spaces:
- Secondary nurse's area for COVID-suspected students/staff.
- Mask break spaces.
- Cafeteria.
- Identifying outdoor learning spaces.

Modifying facilities and building systems:
- Signage, HVAC systems, hand-sanitizing stations, etc.

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Work in Progress - "TBD" is the new norm

Developing Operational Protocols
- Cleaning & Disinfecting Procedures: Daily procedures/after-class/in-between procedures.
- Cleaning shared student items (*i.e. shared tools; mobile devices*)
- Movement Protocols:
  - Morning entry & homeroom procedures.
  - Afternoon dismissal & exit procedures.
  - After-school procedures (extra help; clubs/activities; library; detention; etc.)
  - In-building student/staff traffic patterns.
- Procedures/protocols for accessing individual office spaces.
- Lunch procedures.
- Visitor access to the building.

- Finalize shop-specific considerations.

- Update student disciplinary expectations r/t COVID (may require additional SC meeting to approve updated Student Handbook).

Questions?

Requested School Committee Action #1

- To authorize the Superintendent-Director to inform DESE that, due to the COVID-19 pandemic, Shawsheen will open school in Fall 2020 using the Hybrid model.
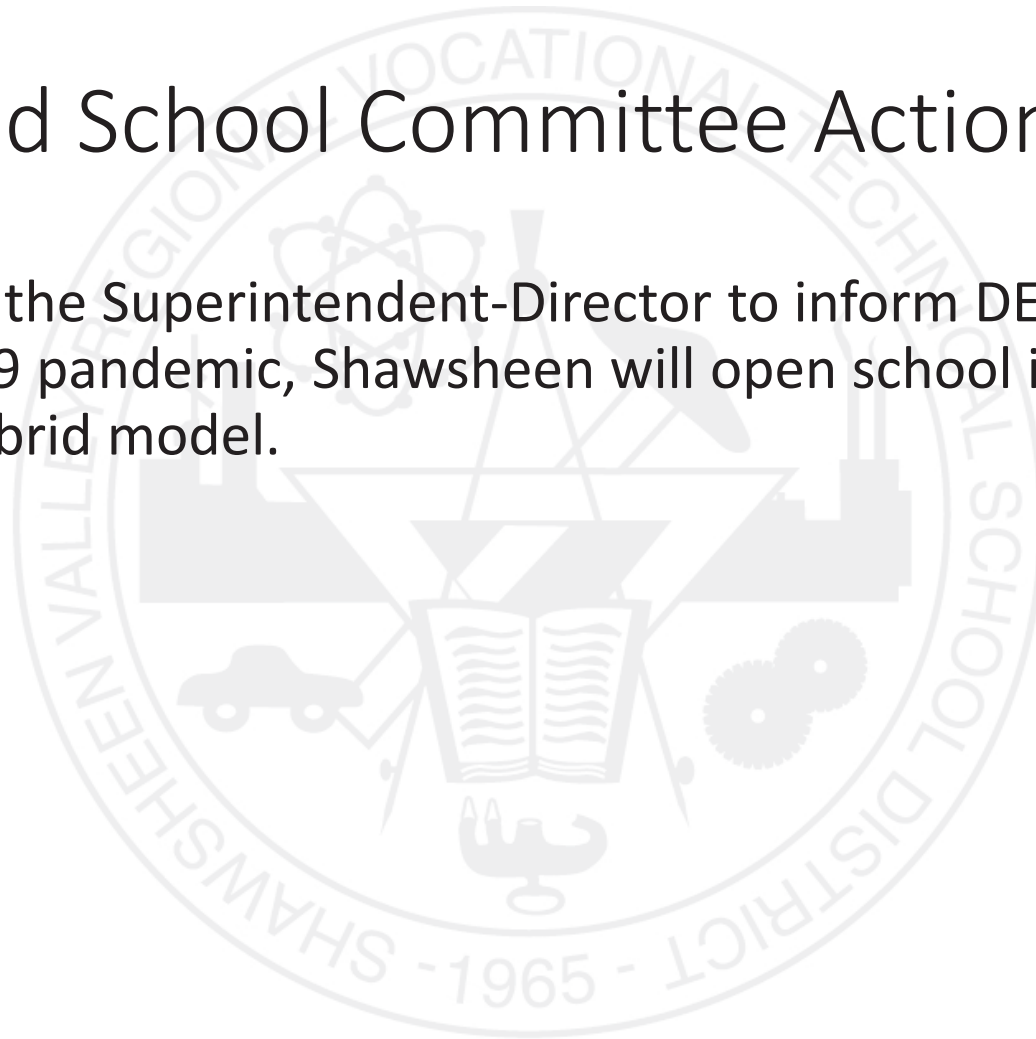
Issue 2: Modifying the 2020-2021 School Calendar

- July 27th DESE announced:
  - One time modification to 180-day/990-hour student learning time requirements
  - Reduced to 170-days/935-hours
  - Provides districts with "10 additional days at the start of the 2020-2021 school year before instruction of students begins to work with educators to prepare for the new school year and the implementation of their chosen plan."
  - Execute our Professional Development Plan
    - Skills needed to teach in a remote environment
    - Collaboration Time to review/alter their curriculum scope and sequence so it aligns with the hybrid model

Questions?

Requested School Committee Action #2

- To modify the 2020-2021 School Calendar, designating August 26, 27, 31, September 1, 2, 3, 8, 9, 10 and 11 as Professional Development Days and establishing the first day of school for students as Monday, September 14, 2020.