

Reopening Plan for Fall 2020

Summary of DRAFT Plan

July 30, 2020

Topics

- Key Themes of State Guidance
- Guiding Principles for Planning
- Reopening Feasibility Analyses
- Feedback from Families
- Proposed Reopening Approach
 - Teaching and Learning
 - Operations
- Readiness for Shifts
 - Shift to Fully Remote
 - Shift to Fully In-Person

Key Themes of State Guidance

- Develop plans for fully in-person, hybrid, and fully remote schooling, including plans for switching between modes quickly
 - Plans are due by August 10th and require School Committee approval
- Prioritize having as many students in school as often as possible
- Particularly prioritize in-school instruction for highest need students with disabilities and English Learners
- Emphasize supporting the social-emotional needs of students as they adjust to return to school
- Focus on keeping staff and students safe
 - Require all students and staff to wear masks all day except when eating and during mask breaks
 - Exceptions made for youngest students
 - Recommended distance of 6 feet between students in class, but as low as 3 feet permitted (though when students take mask breaks or eat, 6 feet is required)
 - Frequent hand-sanitizing or hand-washing throughout the day
- Minimize transitions and mixing of students by scheduling students to remain with the same cohort of students, in the same room, throughout the day
- School year reduced to 170 days to allow for additional PD at the start of the year

SPS Guiding Principles for Planning

- Ensure that. . .
 - As many students as possible have in-school instruction as often as possible while keeping staff and students safe;
 - Our highest need students – students in low incidence special education programs, including public day school students, and Level 1 English Learners – have the most in-school instructional time;
 - EVERY student is attending school regularly for in-person instruction (unless we are required to return to fully remote schooling);
 - Every student has a consistent schedule that prioritizes instruction in ELA, Math, Science, and Social Studies on in-person instructional days;
 - Students have virtual classes with their teachers on remote learning days (in a hybrid model) and engage in class and learning activities requiring at least as much time as would have been spent in school; and,
 - Every student has a check-in with their homeroom, advisory, or crew teacher every school day whether in-person or remote to support their social-emotional needs.

Reopening Feasibility Analyses

- Multiple modes of communication with families
 - Surveyed families at the end of June about plans for the Fall
 - The intent to remain fully remote in the Fall was reported by families for 32% of students
 - Two additional surveys being conducted on preferred hybrid option and on final plans for the Fall
 - Several meetings with parent stakeholder groups to solicit feedback
- Measured instructional spaces in every school to determine how many students could be accommodated with 3 and 6 feet of social distancing (and validated this analysis using DESE's parametric dashboard)
 - All students could return to school with 3 feet distancing, but only hybrid would be possible with the 6 feet of distancing recommended by the CDC
- Examined staffing/scheduling options
 - Unlikely that all instructional spaces could be adequately staffed throughout the day if bringing all students back daily and spreading them out consistent with guidelines
- Analysis of transportation routes and capacity based on DESE guidance

Proposed Reopening Overview

- Return to school on September 15th
 - Educators participate in PD, family outreach, and planning activities from August 24th through September 11th
- Most students assigned to an A or B group
 - A students attend school every Monday and Tuesday
 - B students attend school every Thursday and Friday
- Students in low incidence special education classrooms and Level 1 English Learners will be in a C group scheduled to attend Monday, Tuesday, Thursday, and Friday
- Buildings will be deep cleaned and sanitized on Wednesdays while teachers will be supporting student remote learning and engaging in collaborative planning
- Siblings living in the same household will be scheduled into the same A or B group (with some exceptions for programmatic needs)

Teaching and Learning Scheduling

- Students will be scheduled into a cohort of students (based on a number at each school who can fit in a classroom with 6 feet of social distance)
 - Each cohort of students will, to the greatest extent possible, remain together and in the same room for all of each in-person days to minimize transitions and mixing of students
 - At the secondary level, this means each cohort will be taking the same set of classes
 - Special education services and supports will be provided in the classroom
- Students will receive in-person instruction in ELA, Math, Science, and Social Studies as well as specials and electives on in-person days
- All students will have a homeroom, crew, or advisory that will meet every day on both in-person and remote days
- All classes will meet with their teachers at least twice per week on remote days to provide instruction and follow-up on students' remote activities

Teaching and Learning Elementary Instruction

Students would be placed in Cohort A, B, or C

The following is a sample schedule of core instruction for students in the Hybrid Model (A or B)

<u>Minutes of Instruction for Elementary Core Subjects – Cohorts A & B</u>			
ELA	Math	Science	Social Studies
240 live	180 live	90 live	90 live
300 remote	210 remote	135 remote	135 remote
60 i-Ready (remote)	60 i-Ready (remote)		
600 total	450 total	225 total	225 total

Specials would be occurring during in-person days and remote days (PE, art, music, etc.)

On both in-person and remote days students will receive the EL and SPED services as required by their EL level or IEP.

Teaching and Learning Secondary Instruction

On-in person days

- Every student must meet for at least 100 minutes, 120 minutes is preferable, with their ELA, Math, Science, and Social Studies classes over their two in-person days per week
 - Note, this is not required if a student has already met the high school graduation requirement of 3 years in Science or 3 years in Social Studies.
- Every homegroup/advisory/crew must meet each in-person day for daily check-ins and SEL.
- Other courses, outside the four core subjects, can rotate among in-person days.

On Remote Days

- In all classes, every student should have at least two virtual classes per week, per class with their teacher on one of their remote days.
- For any class that is entirely remote , students should have at least three virtual classes per week, per class with their teacher on one of their remote days.
- Homeroom/Advisory/Crew classes must meet with their teacher every day to check-in and take attendance.
- Students should have at least two graded assignments to complete per week, per class (and three graded assignments per week for students working entirely remotely).

On both in-person and remote days students will receive EL and SPED services as required by their EL level or IEP

Teaching and Learning Supporting English Learners

- ELs will be prioritized by level and language needs and be placed into A/B or C cohorts depending on LEP level, and in certain cases, student growth percentile.
- English Learners at Level 1 in English proficiency will be programmed for up to four days of in-person learning and will receive language support from an ESL educator.
- ELs placed into the A/B cohorts will receive instruction by an SEI endorsed educator along with ESL services.
- Schools will be providing ESL instruction in in-person, remote, and hybrid models
- They will also be provided with scaffolded instruction on the days they will be learning remotely. Students opting to work remotely will also receive instruction by an ESL teacher.

Teaching and Learning Supporting Students with Disabilities

- Students with moderate to severe disabilities, as determined by their IEP, will be programmed for up to four days of in-person learning.
- Services will be provided as indicated in their IEP to ensure FAPE either through a push-in model or virtually.
- Any changes to the delivery of special education services will be documented and communicated to parents in their native language through the N1 process.
- Students with disabilities who opt for remote learning will be provided with a regular and consistent schedule of classes, interventions, services and therapies as required by the student's IEP, offered synchronously or asynchronously.
- Frequent interactions with teachers and other staff members will be maintained to ensure participation. The provision of four days of in-person learning for this population is dependent on availability of transportation.

Teaching and Learning Social-Emotional Supports

- Every student will be scheduled with their cohort of students and teacher – as a homeroom, advisory, or crew – to meet every day whether in-person or remote
 - Homeroom, advisory, or crew will be a focus for relationship building and supporting students social-emotional needs as they re-enter school and navigate the hybrid learning model
- Counseling services will be delivered as prescribed in student IEPs and 504 plans
- Positive Behavior Intervention and Supports (PBIS) will continue to be used in support of both in-person and remote learning
- Second Step social-emotional curriculum will be implemented at elementary schools
- City Connects will continue providing wrap-around services for students and families
- Schools will regularly hold STAT team meetings to monitor student progress in academic and social-emotional domains

Teaching and Learning Professional Development

- During August PD, all teachers will receive professional development on . . .
 - Safety protocols for schools and classrooms
 - Learning management platforms being used to support remote learning
 - The hybrid learning model
 - Trauma-informed practices in school settings
 - Content-specific PD on how to deliver the SPS curriculum in a hybrid format
 - This will include guidance on what instructional activities will be done in-person and what activities should be done remotely
- Resources being developed and curated by teams of teachers and the Academic Department to ensure all teachers have robust content like videos of lessons that can be provided to students for remote learning days

Teaching and Learning Assessment

- District Assessment calendar has been streamlined for the 2020-2021 year to ensure maximum time for instruction
- All assessments that can be taken from home, and remain valid, will be assigned as part of remote work to ensure that in-person instructional time is focused on interaction and instruction rather than assessment
- Priority assessments will be . . .
 - Diagnostics – to gauge student levels and ensure instruction is aligned to and differentiated for student need
 - Formative Assessment (ANet) – to assess student progress throughout the year toward mastery of grade-level standards
- At this time, MCAS remains required at all grade levels for 2020-2021

Teaching and Learning Remote Learning Platforms

- During the Spring 2020 closure, the number of software platforms being used by schools and teachers proved to be an enormous challenge for families
- For 2020-2021, all teachers will be required to use a common learning management system for their grade level as follows . . .
 - PreK through 5th Grade – Schoology
 - 6th through 12th Grade – Unified Classroom
- Students will need to access numerous sites and resources when completing remote learning tasks, but all activities, tasks, and assignments will be organized in these platforms (a kind of digital syllabus) so that the “starting point” for any parent or student wanting to know what should be completed on any given day will be these systems

Teaching and Learning Technology Supports

- IT will coordinate with schools to ensure all students who did not yet receive a take home laptop are given one during the first week of school (about 7,500 students)
- SPS entering a sponsored-service agreement with Comcast to pay for Internet Essentials for families without internet access (up to 3,000 families)
 - T-Mobile hot spots will be provided to families without internet living outside Springfield
- Parent Facilitators, Clerks, Attendance Specialists, and community partners being trained on how to help families with basic technology issues
- SPS Tech Support YouTube channel being created with videos on basic use of SPS laptops and software with videos in top 6 languages within SPS
- IT will be working with schools to provide families with orientations to the use of technology for remote learning

Teaching and Learning

Supporting Students Remaining Remote

- We must provide a comparable educational experience for students who remain fully remote
- Fully remote students will . . .
 - Be scheduled into a cohort of students who are also learning remotely
 - Have a homeroom, advisory, or crew that will meet every day virtually
 - Have assigned teachers who are serving their cohort of students across each subject area
 - Meet multiple times per week, per class for virtual instruction and support
 - Have specific weekly expectations for learning activities and assignments required to be completed and submitted for grading

Operations

Nursing – Procedures

- New Nursing Protocols
 - Notify Nurse of a student with symptoms of illness
 - Nurse will go to classroom to evaluate the options: 1) care in classroom; 2) care in the Nursing Office; and, 3) student escorted to medical waiting room for COVID-19 symptoms
- Medical waiting room
 - This is a separate space from the nurse's office. The medical waiting room will be used when a student is presenting with COVID-19 symptom
 - A surgical mask and face shield will be placed on student once they enter the medical waiting room
 - Staff assigned to monitor will be trained on donning and doffing PPE

Operations

Nursing – PPE

- Personal Protective Equipment (PPE)
 - Clothes mask: all staff and students
 - Face shields: to be worn when staff are at increased risk of splash or spray of body fluids due to contact with students when six feet of social distancing cannot be maintained.
 - Gloves: to be worn any time you are in contact with body fluids, COVID-19 suspected symptomatic students and when using disinfecting cleaners
 - Transparent face mask: to be worn by staff that are working with students in pre-K, K, 1st grade, ELL, speech language pathologist and assistants, staff working with hearing impaired students, and students who are hearing impaired. The transparent mask allows hearing impaired to lip read and children learning to read to see the mouth forming vowels and words.
 - Disposable mask: only issued to student and staff that arrives without a cloth mask
 - Required PPE for nurses and staff covering medical waiting room: KN95, face shield, gown, and gloves
 - All staff trained in putting on and removing PPE

Operations

Nursing – Contact Tracing

- If school is notified that a student or staff has tested positive for COVID-19, the School Nurse will:
 - Determine the date of symptom onset for the student/staff. member
 - Determine if the student/staff attended school/work while symptomatic and during the two days before symptoms began
 - Determine who had close contact with the student/staff at school during those days based on . . .
 - Assigned seating charts for classes
 - Scheduled bathroom breaks or sign in/out times
 - Daily attendance for buses
 - A review with school staff for any other potential exposure times
 - School nurse will notify local board of health hotline at 750-3250 of a positive test result and Springfield Health and Human Services will provide guidance if needed
 - School nurse will notify staff and families of potential exposure via phone or letter, while maintaining confidentiality
 - School nurse will follow up with staff and families to make sure they have reached out to their doctor and understand testing requirements

Operations

Building Access Protocols

- Schools will, to the extent possible, be set up with different doors for entrance versus exit consistent with public health guidance
- Visitors to schools will be limited and by appointment only
 - Parent/teacher conferences and IEP meetings will be conducted remotely
- Staff will, prior to entry to the building, certify that they are symptom-free
- Regular external partners – for example AmeriCorps or student teachers – will follow the same safety and entrance protocols as staff
- Outside clinicians will provide services to students remotely
- Out-of-school time providers will be working with our students remotely

Operations Facilities

- Maximizing ventilation
 - Classroom windows will remain open throughout the day
 - Kitchen exhaust fans will run 24/7
 - HVAC systems all being checked and repaired, as needed, prior to first day of school
 - Upgrading air filters to MERV-13 or better which includes virus filtration
 - Fresh air intakes being set to run constantly when buildings are occupied
- Bathrooms
 - Hand dryers shut off and paper towel dispensers being installed
 - Exhaust fans set to run constantly
 - Continual disinfection of bathrooms throughout the day

Operations Facilities – Continued

- No drinking from drinking foundations, water bottle filling stations being installed
- 1 Plexiglass window in each main office
- Signage being installed on social distancing and handwashing
- Hand sanitizer dispensers are being installed in all classrooms

- All buildings and facilities procedures are being reviewed by an Industrial Hygienist with any necessary changes being made prior to school opening

Operations Cleaning

- School Cleaning Plans being updated to focus on cleaning high-touch areas
- Classrooms being used multiple times per day, for different students, will be cleaned and disinfected between classes and schedules are being built to allow time between classes for cleaning
- All schools and classrooms will be cleaned and disinfected every night
- On Wednesdays, between cohorts of students, schools will be deeply cleaned and disinfected consistent with public health guidelines

Operations Food Service

- Students will, primarily, eat breakfast and lunch in their assigned classroom
- Breakfasts and Lunches will be ordered electronically with all food prepackaged and delivered to classrooms
- Disinfectant wipes and trash bags will be provided to each classroom
- Bags, rosters, and trash will be placed in hallways after meal for collection
- Students will be able to remove their masks and eat with 6-feet of social distance is maintained

- Evening distribution at 17 sites (to be assessed and changed as needed), between 4:00 and 6:00pm, on Tuesday and Friday
- Meals for three days distributed on Tuesday and for four days distributed on Friday

Operations Transportation

- Transportation guidance received from DESE on July 22nd
- Final plans still under development, but highlights include:
 - Extra disposable masks will be available for students
 - PPE will be provided for Bus Monitors
 - Attendance will be taken on each bus for purposes of contact tracing
 - Buses will be loaded from the rear to the front and exit from front to rear
 - Seats will be marked with an X and alternate each row
 - Vans will be disinfected after each trip
 - First Student is exploring a product that ensures disinfection of surfaces for 30 days
 - Windows will remain open

Readiness for Shifts Shift to Fully Remote Learning

- Because we will have a series of student and teacher expectations for hybrid learning, these expectations for remote days will increase in the event we have to shift to fully remote learning
- Remote expectations outline . . .
 - Requirements for number of virtual classes that must be held per week per class
 - The number of learning activities and graded assignments each student must complete per class per week
- Resources that are being developed to support hybrid learning – instructional videos, readings, and other content – are being designed to cover the entire curriculum which will allow us to use these materials for all lessons should we need to shift to fully remote learning

Readiness for Shifts Shift to Fully In-Person Learning

- Schedules are being designed define what courses students will take when at school during hybrid learning
- Schedules are also being designed such that they can simply be extended to additional in-person days
 - For example, an A group student attending school on Monday and Tuesday will have a schedule that can simply be extended to Wednesday through Friday if a return to fully in-person schooling is possible