

A decorative header featuring a grid of white line-art icons on a blue background. The icons include a document, a tag, a gear, a magnifying glass, a smartphone, a document with lines, a tag, a gear, a magnifying glass, a smartphone, a document with lines, an envelope, a speech bubble, a target with an arrow, two gears, a pie chart, an envelope, a speech bubble, a target with an arrow, two gears, a pie chart, a checkmark in a circle, a presentation board with a line graph, a thumbs up, a lightbulb, a clock, a checkmark in a circle, a presentation board with a line graph, a thumbs up, a lightbulb, a clock, and a checkmark in a circle.

**Dudley-Charlton RSD  
Reopening Plan  
August 4 & 5, 2020**

# Agenda



Introduction



One Plan Three Models



Instruction



The Work Ahead



Survey Says



Assumptions

Recommendations

# 3

## Introduction

### The heart and soul of our educator

Educators like control

Educators solve problems

Educators thrive in the promise of a better future for their students

Educators forge forward in the darkest of times

Educators are proud of their profession

Educators will go without so that their students don't

Our heart and soul is in this plan

### Collectively educators and families

We all want to return to pre March 13, 2020

We are all concerned about the health, safety and well-being of the members of our educational community and two towns

We live in a world of “what ifs”

We live in a world of perpetual unknowns

We know that our starting point will not be our ending point

We have to start somewhere

We will not meet the needs of every family situation

We do not take our role lightly as we endure our current state of inertia. We are living in a 50/50 world. For every family who wants in-person you will find a match for a family who prefers not. How do we thread all of the needles in a world of perpetual unknowns. With time as the equalizer, and any predication has become our nemesis, we must acknowledge that we have been living day-to-day and week-to-week.



# 4

## DESE

The State Department of Elementary and Secondary Education has charged us with developing a Reopening (reentry) plan for the opening of the 2020-2021 school year. The plan must address three models for reopening to include (full) *in-person learning*, *hybrid learning (time in-person and time remote)*, and (full) *remote learning*.

Families can indicate that they only want a remote learning model (not a homeschooling program) in the survey provided today. The district is responsible for supporting and providing a full remote learning model for such families.

We know that starting March 13, 2020 we were no longer a family friendly public education program. As many of our educators have families we know that any reentry point that is not full in-person learning in a COVID-19 world will not begin to satisfy every family dynamic, household plan or learning environment. We will continue to take steps to get to full in-person learning and we appreciate your patience and feedback along the way.

# 5

## Reimagining Education

**This is a multi-year reboot of public education. It will not be the same moving forward and for some time to come. Not one single educator feels good about the state of affairs, but we must ground ourselves in the reality of the situation.**

# 6



# Guidance

We have received ongoing, rolling guidance from the Department of Elementary and Secondary Education, Department of Public Health, the Center for Disease Control and other agencies.

What are guidance documents? Are they mandatory? Where should the Dudley-Charlton RSD fall with any conflict between agencies?

Examples include 6' vs. 3' of social distancing and self-isolate 10 vs. 14 days.

# 7

## ***Starting Point***

How do we bring the Dudley-Charlton families and educators together to establish a starting point that secures trust in our ability to prioritize the health, safety and well-being of all students and staff.

## ***Middle Point***

An area that is unstable and brings the volatility of pushing us back to a starting point or educating us to get to our end point.

## ***End Point***

We will not rest, we will not stop planning, we will continue to work with every guidance document and recommendation to confirm a path and return to full in-person learning.

# 8

## *In-Person (full)*

**With the continued lack of a full financial picture for the 2020-2021 school year and with the provided guidance we must follow we are unable to fully vet and commit to a full *in-person reopening*.**

**As this is our goal, we are committed to progressive planning for a full reentry to *in-person learning*.**

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## *In-Person (full)*

**With current reopening guidance, the projected increased costs are between 3 and 4 million.**

▶ Increased costs in transportation

▶ Additional teaching staff for remote learning and social distancing

▶ Additional custodians

▶ Additional school nurses

▶ Additional Speech and Language Therapists/ Occupational Therapists

▶ Additional general helpers

▶ Purchase of required PPE and cleaning supplies

# 10

## Hybrid Learning Model

A hybrid learning model is complex. The hybrid learning model should provide progressive entry points to the other two models of learning.

# 10

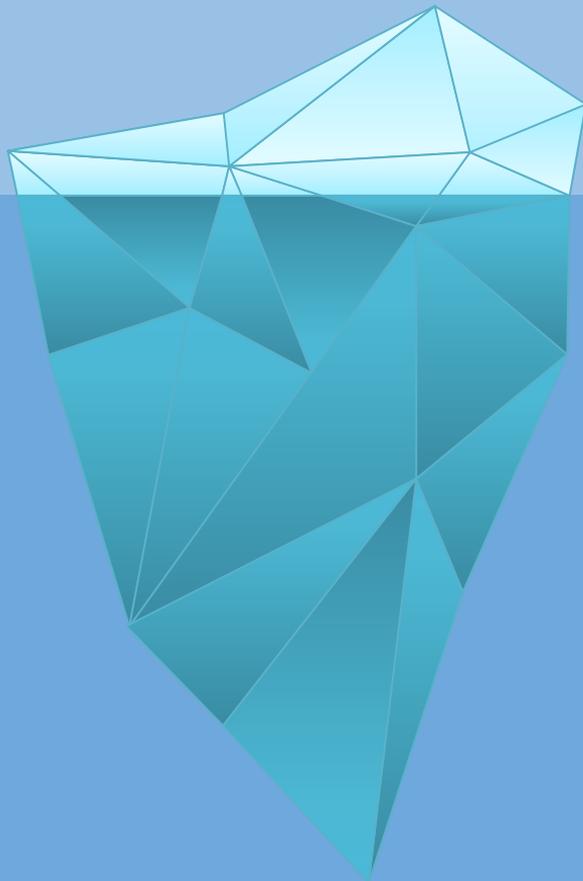
## Hybrid Learning Model

- ▶ Addresses the health, safety and well-being of staff and students
- ▶ A starting point – recommended as an 8-week model for progressive action
- ▶ Established pivot points to full *in-person learning* or full *remote learning*

# 12

## Hybrid Learning Model

Day-to-day  
Week-to-week



Our plan evolves a framework for a hybrid learning model that puts the health, safety and well-being of everyone first.

We know that we have more work to do to prepare for any reopening or reentry to school and most of those details will be building specific and generated from building principals. We will embrace fluidity and adjustments will be an essential practice as we do everything we can to get our students and staff back into brick and mortar safely.

# 13

## Hybrid Learning Model key elements

Mid-day dismissal as a starting point addresses the concerns with hot buildings.

### **Mondays**

Shuttering our schools Friday PM to Monday allows respiratory droplets to land on surfaces which will die within hours to days. (per CDC). This permits a deep clean each week prior to the entry of a new cohort

### **Students identified as high needs**

As determined by ability and disability needs families and educators will provide full-day in-person instruction (5%)

### **Lunch**

Guidance for providing lunch in our schools increases exposure to other students and staff as you have to remove your mask to eat.

In addition, having students return home after a half-day of mask wearing addresses the overwhelming concerns with students wearing masks all day.

### **Students with Disabilities**

As determined by ability and disability needs, families and educators will provide daily in-person instruction (10%)

### **Engagement**

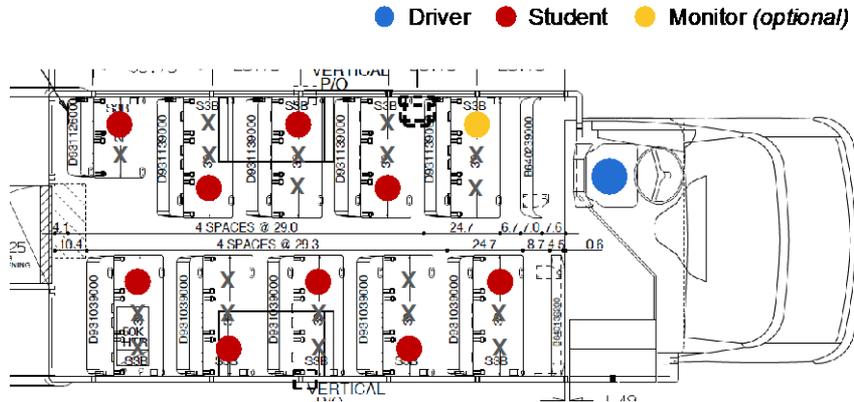
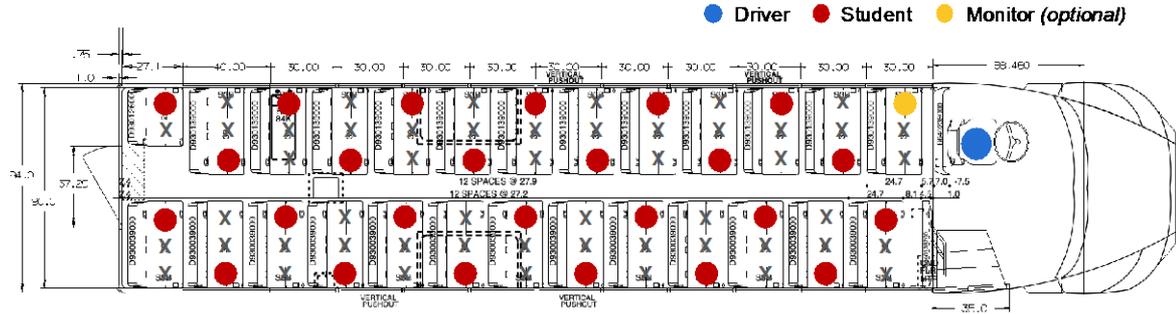
Students and Teachers in all cohorts will engage Tuesday-Friday

### **Educator planning time**

Educators will be provided preopening professional development and safety training. Monday's will provide educators the opportunity to ensure coordinated rigor for in-person and remote learning preparing for pivot points.

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## Transportation



# 15

## Hybrid Learning

1. Family friendly cohorts
2. Mid-day dismissal is the same as previous half-days of school (lunch/travel time)
3. Our current fleet of busses can safely manage, within current guidance, each cohort without additional busses
4. We do support car pooling and procedures are coming
5. Visitors are not permitted in the schools, procedures coming
6. Parent/family meetings will continue through video conferencing

## Hybrid and Remote Learning

1. All upper middle school and high school student/family class selections are in student schedules, e.g. foreign language, college prep, honors, AP, innovation pathway, etc.

# 16



## Remote Learning

**After last year's experience, the state, families and educators have high expectations for remote learning.**

**Accountability measures will be applied to include attendance and grading. Academic rigor is not a choice.**

# 17



## Remote Learning

- ✓ The remote learning model framework is built on the hybrid learning schedule.
- ✓ Student will be provided digital citizenship training
- ✓ The schedule will be developmentally appropriate
- ✓ Educators will be live and sometimes provide prerecorded instruction

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## Transition and Pivot Points

### In-person Learning

As guidance shifts and we are better able to manage the financial impact without compromising the health, safety and well-being of staff and students we are academically and organizationally prepared to transition to full in-person learning from the framework of the hybrid learning model.

Students assigned to classroom teachers of record

A student hybrid schedule can transition to full in-person with minor adjustments of time, not assigned teachers

Protocols and routines have been established in the hybrid learning model to provide a safe entry to full in-person learning.

### Hybrid Learning

The hybrid learning model is designed for daily interaction with the teacher of record for every student. This provides the opportunity for the teacher to progress monitor every student every week.

At the same time the initial hybrid learning model provides the highest level of adherence to the health, safety and well-being of both staff and students.

If necessary, the hybrid model can transition to full remote or full in-person as daily routines, expectations and teacher student connections exist.

### Remote Learning

Each student will be provided a remote learning schedule that has similarities to the hybrid learning model.

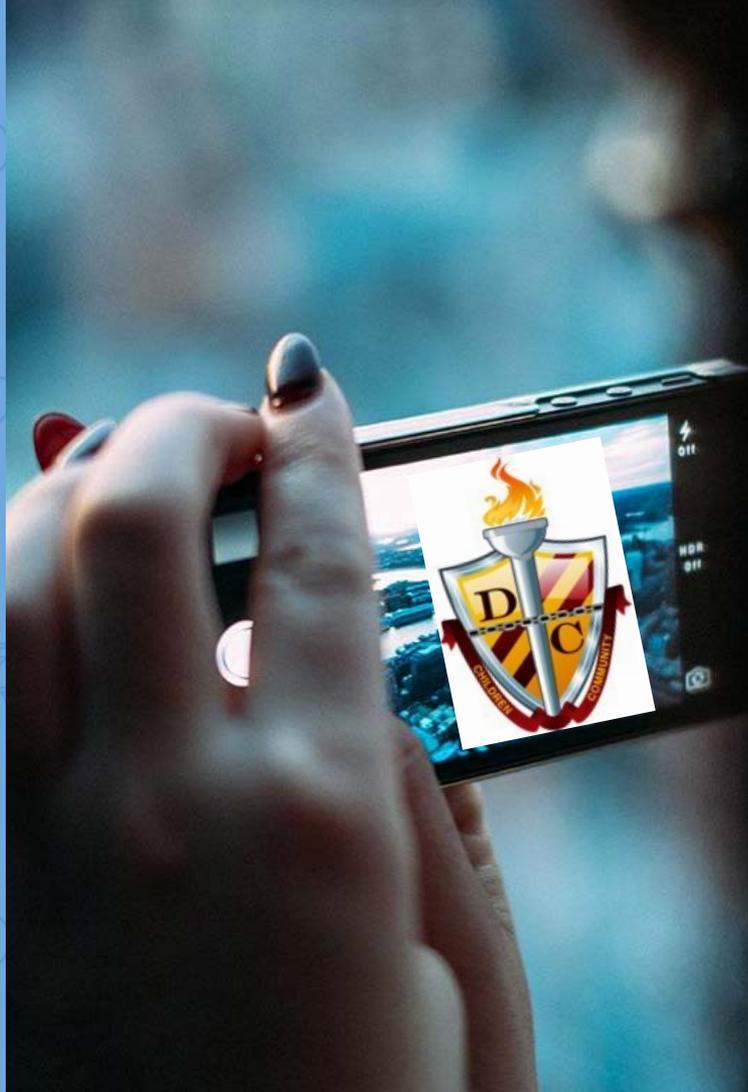
Each week, K-8 will begin with a kickoff meeting on Mondays to include the week's agenda and a blueprint for learning.

There will be a mix of independent work and screen time for students.

Live and recorded lessons and check-ins will be a customary model for all students in the remote learning model.

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## Instruction

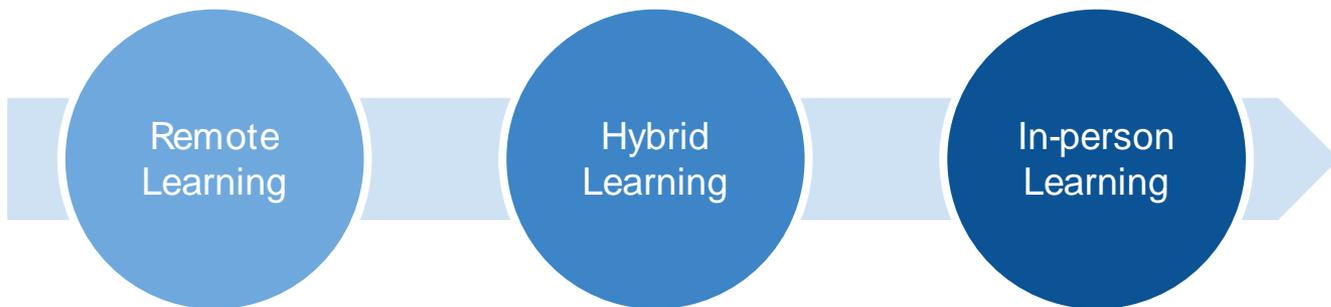


Beyond the health, safety and well-being of students and staff, teaching and learning is our work and the expectations are extremely high from every representative group.

# 20

## Instruction

Teaching and Learning will look different in a Hybrid or Remote model than in a traditional brick and mortar setting. We have an **opportunity to reimagine what high quality teaching and learning looks like.**



What does teaching and learning look like in a Hybrid or Remote Model?

1. Focus on Quality- **Direct Instruction, particularly for younger learners, will be in shorter intervals,** than in a regular school day.
2. Students will have time to process the instruction, **then come back for review.**
3. Collaborative, whole class activities work best, followed by **smaller group sessions for review and/or differentiation.**
4. **Teacher modeling, followed by student demonstration** of a skill works well.
5. Teachers will have **office hours to support students** that need help.

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## Instruction and Screen Time

Q. Will my student(s) be on a device all day?

A. No.

Student screen time will be connected to grade span. **Younger students will have less** screen time than older students.

Sometimes, a teacher **may record the lesson in advance, allowing students to view the lesson BEFORE the teacher** brings the entire class together.

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## Instruction and accessing content

How will my student(s) access the content?

- ▶ K-12 students will be provided with a **G Suite** account.
- ▶ The G Suite is a Google platform that is used **by thousands of districts** across the country.
- ▶ Students will connect with their class and teacher through Google Meet.
- ▶ Students can submit classwork through Google Classroom or Google Docs.
- ▶ The older the student, the more content will be submitted through the G Suite.

How can I learn more about the G Suite?

- ▶ The DCRSD will hold a **virtual information session on the G Suite** prior to the opening of school this fall.

# 23

## Instruction and grading

Q. Will my student(s) be graded on the work they do?

A. Yes.

We are **moving away from participation** and pass/fail grading options.

Students will be **graded in the same vein** as typically evaluated in a brick and mortar setting.

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## Instruction and the curriculum

What about the curriculum. Will the curriculum look the same?

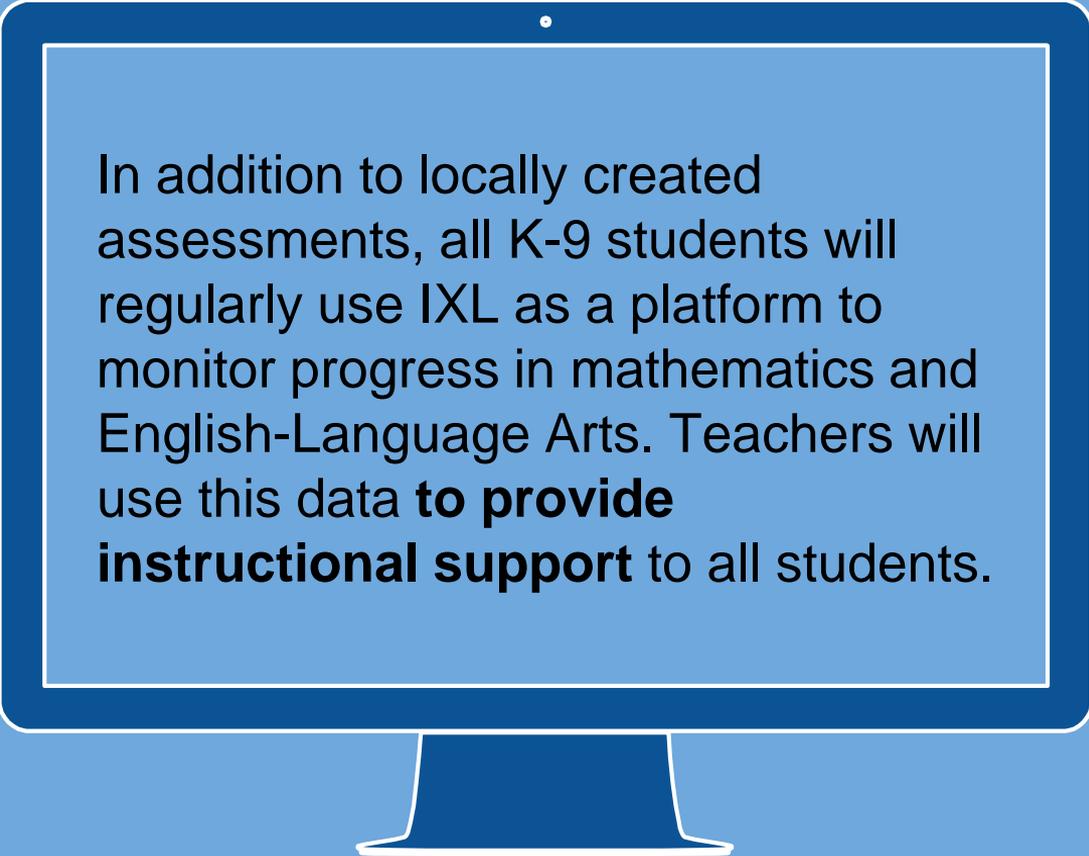
- ▶ We have to **reimagine instruction** through the use of either a remote or hybrid learning model.
- ▶ Building, department, and grade level teams will meet and determine the **most critical standards/content for students to learn** and develop instructional priorities based on this list.

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## Instruction and assessments

Q. Will my student(s) be assessed in a remote or hybrid learning model?

A. Yes.



In addition to locally created assessments, all K-9 students will regularly use IXL as a platform to monitor progress in mathematics and English-Language Arts. Teachers will use this data **to provide instructional support** to all students.

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## Instruction and the home environment

What are some things I can do at home to support student learning?



**Establish a home routines** that sets clearly defined times for learning. Teachers will be sending out weekly learning plans, either Sunday evening or Monday morning.



**Create a dedicated learning space** (sitting comfortably, but upright, getting dressed for school, having a flat surface to write on, having the proper light).



Build **regular movement breaks** for all students. Students should, at a minimum stretch 5-10 minutes for every hour sitting.

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## Work Ahead

- Social Emotional Learning in all learning models – defined as being able to learn and apply skills and strategies to manage emotions, feelings and relationships
- Staff training – all staff will be required to participate in training on safety protocols prior to reopening
- Student training – students will be explicitly trained on how to use protective equipment
- Fiscal Year 2021 - our state has level funded the district for three months. The state has not prioritized or finalized other district revenues to include circuit breaker, transportation, McKinney-Vento
- More protocols and more procedures
- Transition programming for students
- Return to school connections
- Request for information/family decision based on plan

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## Testing positive and connected to an in-person setting

DESE released a 19-page document on July 19, 2020 specifying steps and protocols to follow. DESE noted that the guidance was subject to change with the release of CDC guidance but as of today it has not been updated.

This does not represent every page of the guidance document or every scenario, but it provides you with general elements for COVID-19 protocols. We rely and appreciate our collaboration with town BOHs, Health Agent and the Health Director.

1. Communicate with Town Health Directors/ Agents
2. Separate the individual from others
3. Evaluate/monitor symptoms
4. Notify personnel and school contacts
5. Clean and disinfect spaces visited by individual
6. Individual must self-isolate and get tested for COVID-19
7. If test is positive, 14 days of self isolation from the first day and at least 3 days with no fever and improvement of other symptoms
8. Communicate with DESE

# 29

## Survey Says

### Staff survey data – In-person learning

**21.7%**- The percentage of DCRSD staff respondents indicating a concern or serious concern with returning to in-person learning – *initial survey*

**24.7%**- The percentage of DCRSD staff respondents indicating a concern or serious concern with return to in-person learning – *follow-up survey*

**31.4%**- The percentage of DCRSD staff respondents indicating a concern or serious concern with returning to in-person learning – *third survey*

**54%**- The percentage of DCRSD teachers who support starting the school year with remote learning – *DCTA survey*

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Survey Says

## Staff survey data – Hybrid Learning

**52.6%** - The percentage of DCRSD staff respondents who support week-on-week-off vs 25.9% who support an every-other-day – *continued educator feedback survey (18/2)*

**57.4%**- The percentage of DCRSD staff respondents who support a hybrid type in-person reentry to school for younger grades with more remote learning through high school – *continued educator feedback survey*

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## DCRSD Family Question and Data Survey

**38%** of respondents indicated a preference for full remote learning for their student

**34.7%** of respondents indicated a preference for hybrid learning for their student

**26.6%** of respondents indicated a preference for full in-person learning for their student

**47%** of respondents indicated that they have not decided to enroll in full remote if hybrid learning is recommended

**21.3%** of respondents indicated that they would enroll their student in full remote learning if hybrid learning is recommended

**31.7%** of respondents indicated that they are unsure of the decision to enroll their student in full remote learning if hybrid learning is recommended.

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Dr. Brian Ackerman

Assistant Superintendent  
for *Teaching and Learning*



# 33

## Assumptions

1. The BOH, Health Director and Health Agents are our leads for reopening
2. That we do not have community spread
3. That we maintain the provisions of the collective bargaining agreement and impact bargain any recommendations outside of the contract
4. Lunch will be provided to cohorts in the hybrid learning model and for families that qualify in a remote learning model
5. All students will have a daily school schedule
6. Families can choose full remote

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## Recommendations

*08.04.2020*

- If we start the school year with a hybrid learning model for reopening/reentry, we recommend an 8-week model as our starting point
- If we start the school year with full remote learning model for reopening, we recommend a plan for high needs students, Cohort D and C, to transition as soon as feasible and for a reevaluation of all student return to a hybrid learning model within four weeks.

# 35

## Recommendations

- All HVAC systems will be inspected and updated as needed to ensure recommended air exchange
- Utilize 10 In-service calendar flex days for educator/facilities preparations changing the student start date to Wednesday September 16, 2020
- PreK-12 must wear a mask unless medically excused
- Every effort will be to meet 6' social distancing and not less than 5'
- Provide water hydration stations

# 36

## Recommendations

With a hybrid model for learning or a full remote learning model the District will need additional support staff;

- Related Services Therapists (SLP/OT)
- Administrative Assistant for Pupil Personnel Services
- Remote Learning Coordinators
- Custodians
- Nurses
- Full Time Substitutes
- General Helpers

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## Recommendations

As of August 5, 2020, the DCRSD Administration recommends a phased reopening for all students starting September 16, 2020. Our recommendation is to start with remote learning and transition soft openings incrementally to hybrid learning by cohort and grade.

- September 16, 2020 - First day for all students in remote learning model with the exception of Cohort D, in-person
- October 5, 2020 - First hybrid week for Cohort C, Cohort A and B continue remote learning
- October 19, 2020 - First hybrid week for **Mason Road** and **Charlton Elementary** Cohort A and B
- November 2, 2020 - First hybrid week for **Heritage School** and **Dudley Elementary** Cohort A and B
- November 16, 2020 - First hybrid week for all middle and high school students Cohort A and B

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Thank you!

**We welcome your feedback**

**This presentation will be posted on our website.**