FALL REOPENING PRELIMINARY PLAN

Reading School Committee Meeting

July 29, 2020
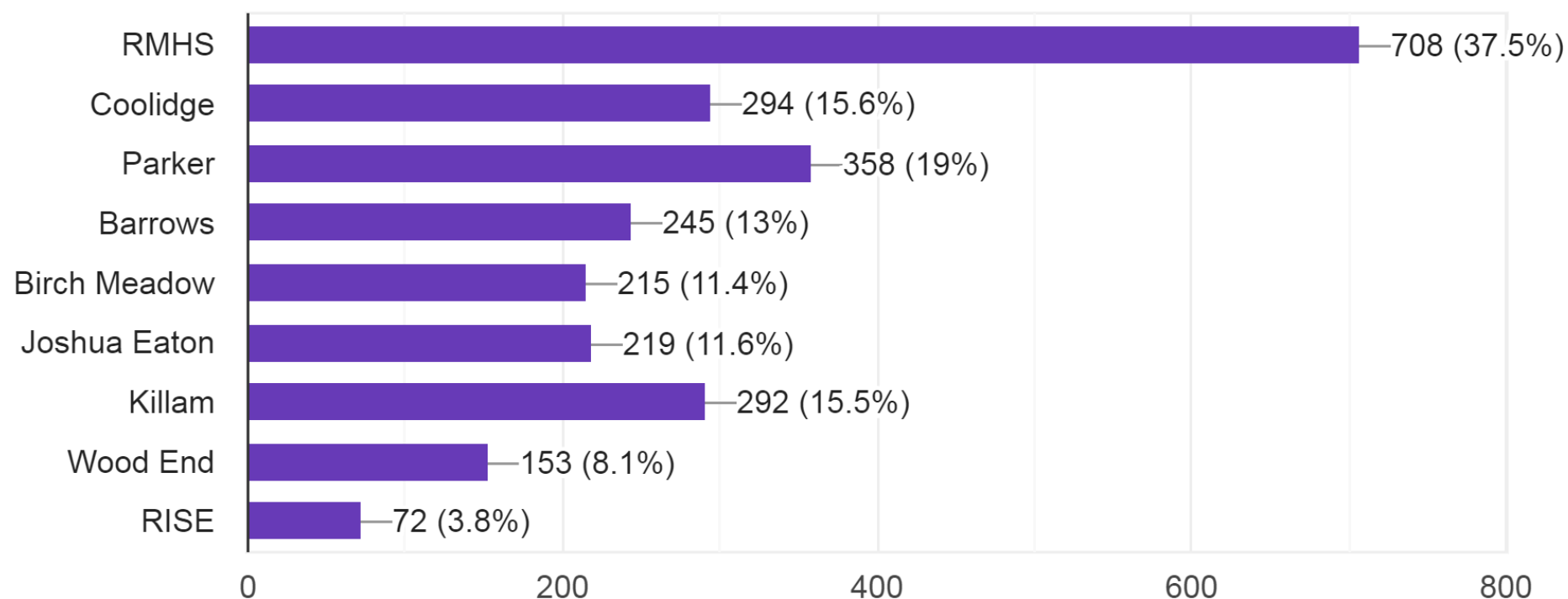
FAMILY SURVEY

School Committee Meeting

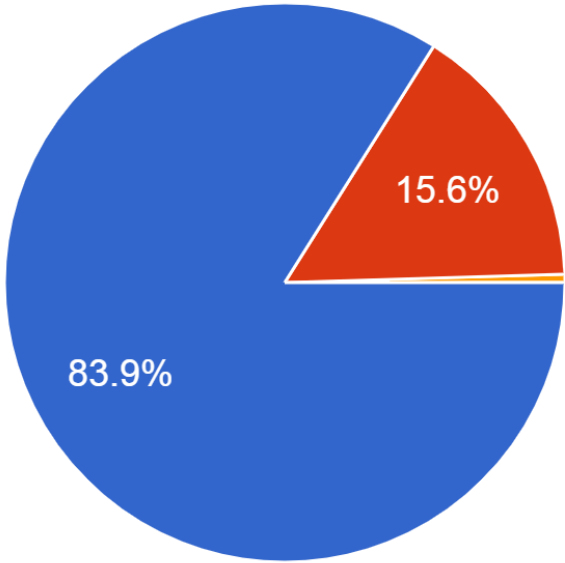July 29, 2020

If all proper health and safety precautions are taken and school were to reopen with an in person model where all students would be returning to scho... your child (ren) for the 2020-2021 school year.
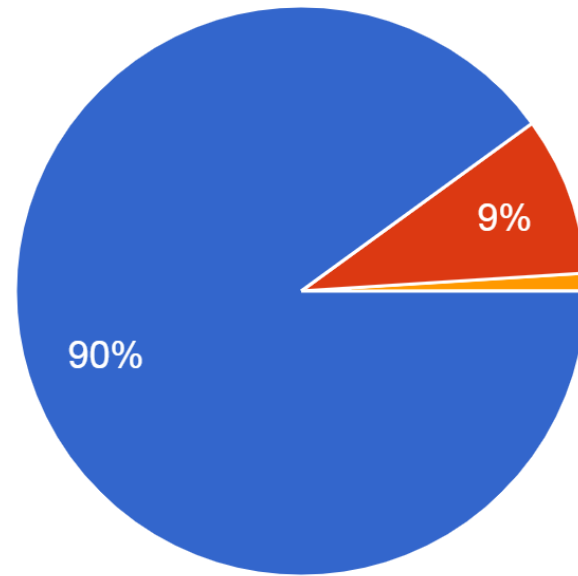
1,887 responses

83.9%

15.6%

- My child(ren) would be attending in person.
- My child (ren) would be attending remotely.
- My child (ren) would be home schooled and I would submit a plan to the Reading Public Schools.

If all proper health and safety precautions are taken and school were to reopen with a hybrid model, where students would be placed into one of ... in person full time in this model, based on need.

1,887 responses

- My child(ren) would be following the hybrid model.
- My child (ren) would be attending remotely.
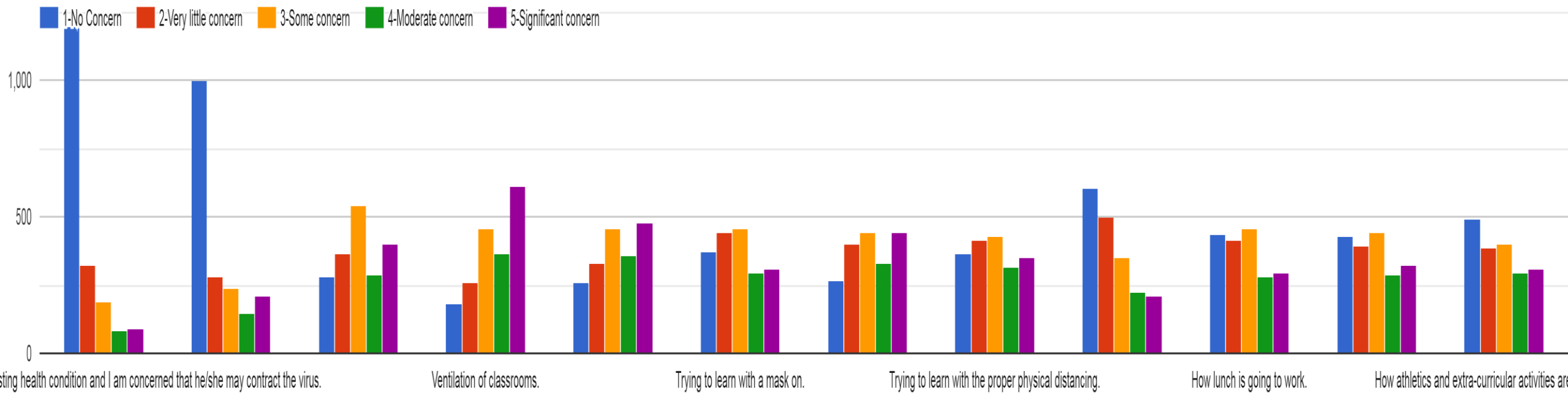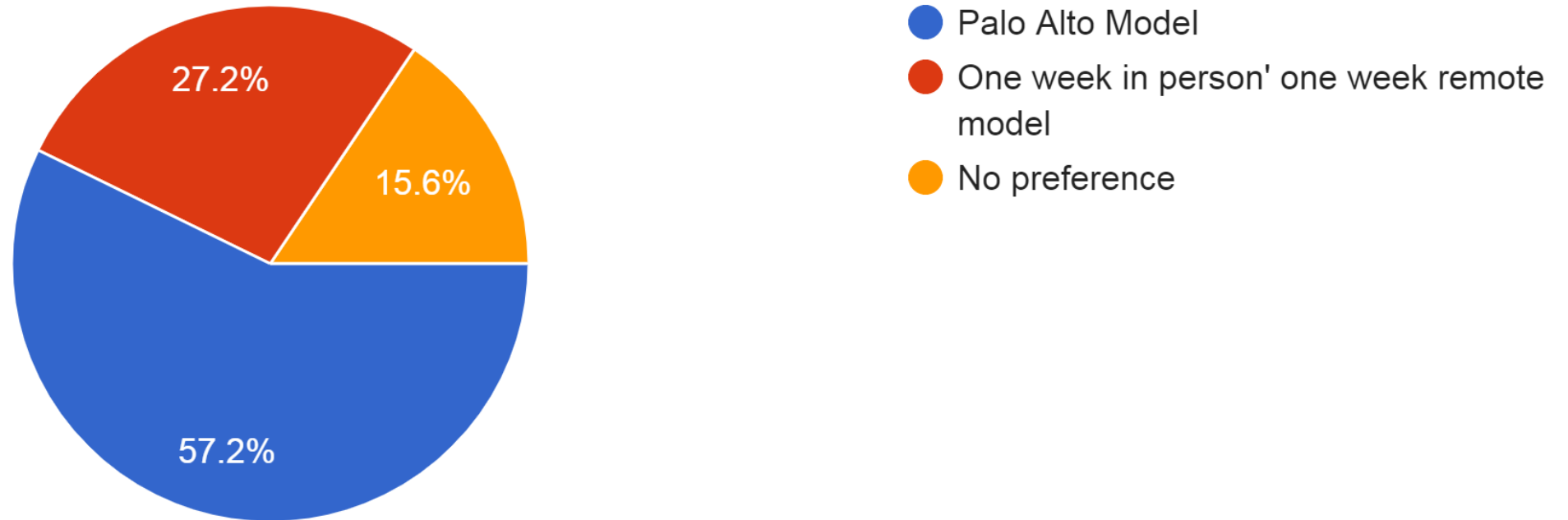- My child (ren) would be home schooled and I would submit a plan to the Reading Public Schools.

90%

9%

What degree of concern do you have for each of the following areas below in having your child (ren) returning back to a full in person school model?

Legend: 1-No Concern ■ 2-Very little concern ■ 3-Some concern ■ 4-Moderate concern ■ 5-Significant concern ■

Categories: ...sting health condition and I am concerned that he/she may contract the virus. | Ventilation of classrooms. | Trying to learn with a mask on. | Trying to learn with the proper physical distancing. | How lunch is going to work. | How athletics and extra-curricular activities are...

One of the plans that we are required to submit to DESE is a hybrid plan where there is some remote learning and some in person learning. We ...odel or modification of a model would you prefer?

1,887 responses

Legend:
- Palo Alto Model
- One week in person' one week remote model
- No preference

Pie chart values: 57.2%, 27.2%, 15.6%

If we were to go with a hybrid model and you have multiple children in the Reading Public Schools, what would be your preference in regards to cohort assignments?

1,887 responses
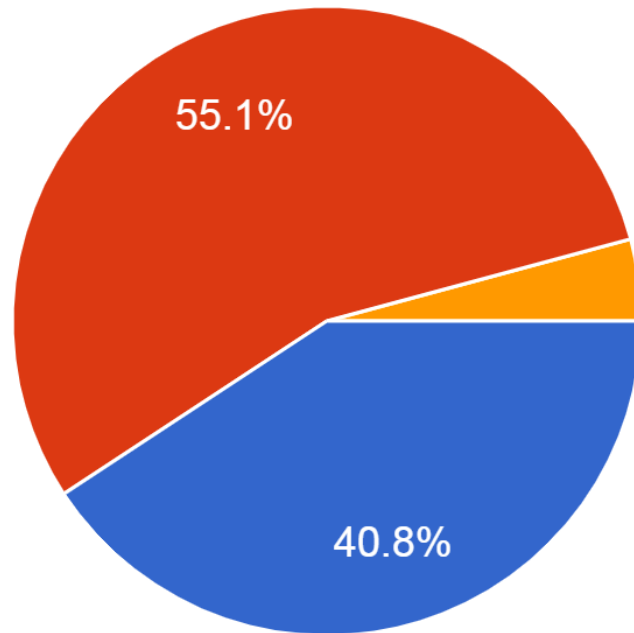
- I do not have multiple children in the Reading Public Schools for this upcoming school year.
- I would prefer to have my children on the same cohort schedule where they would be in person at the same time and remote at the same time.
- I would prefer to have my children on different cohort schedules where they be remote or in person at different times.

If your child (ren) require special education transportation (as identified in the IEP) or qualify for regular bus transportation (Grades K-6, living mor... the transportation for the 2020-2021 school year.
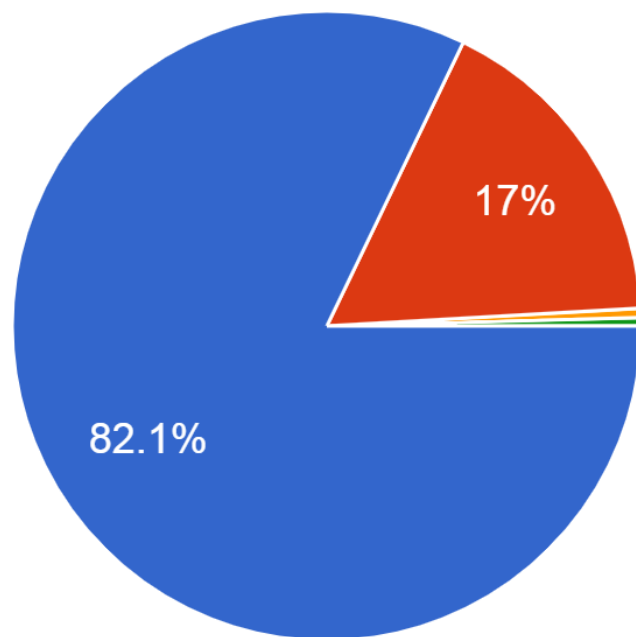
1,887 responses
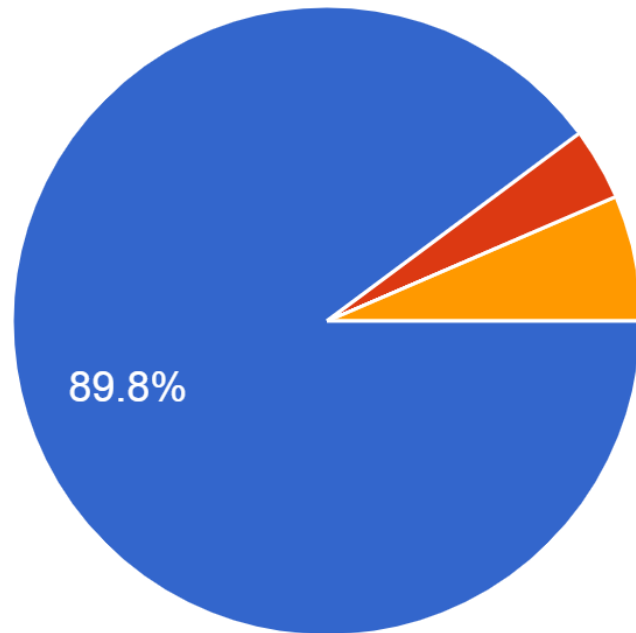
- My child (ren) do not qualify for bus transporation.
- We qualify and we would access the transportation.
- We qualify and we would not use the transportation.

89.8%

If we are in a hybrid or full remote model, would your child (ren) need access to breakfast and lunch when school was not in person?

1,887 responses

- Yes
- No
- Maybe

95%
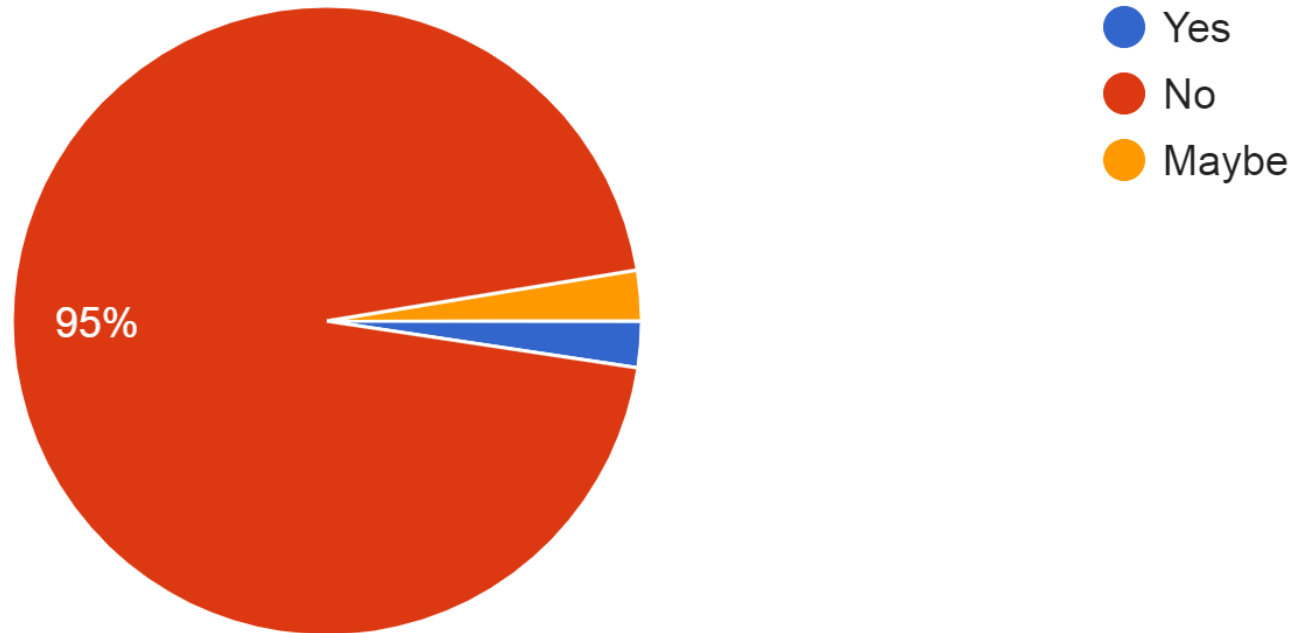
STAFF SURVEY RESULTS

Reading School Committee Meeting

July 29, 2020

What primary role will you have in the Reading Public Schools for the 2020-2021 School Year?

530 responses

- Preschool Teacher, Special Education Teacher, Related Service Provider or…
- General Education Teacher
- Paraeducator or Tutor
- Food Service
- Custodian
- Secretary or Administrative Assistant
- Administrator or Director
- Technician
- Other

44.5%

22.6%

22.5%
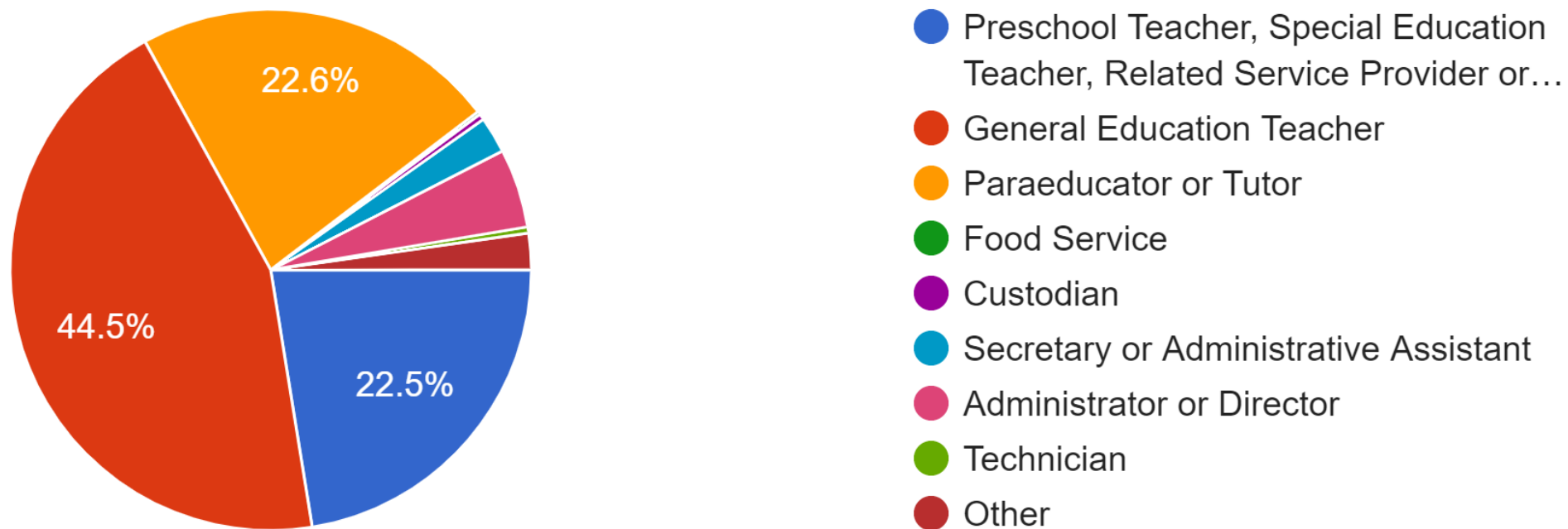
What school do you primarily work in? If you are a related service provider or specialist, choose the school where you work the majority of your time.

530 responses

Legend:
- RMHS
- Coolidge
- Parker
- Barrows
- Birch Meadow
- Joshua Eaton
- Killam
- Wood End
- RISE

Pie chart values: 23%, 12.6%, 10.8%, 8.1%, 12.1%, 11.7%, 9.4%
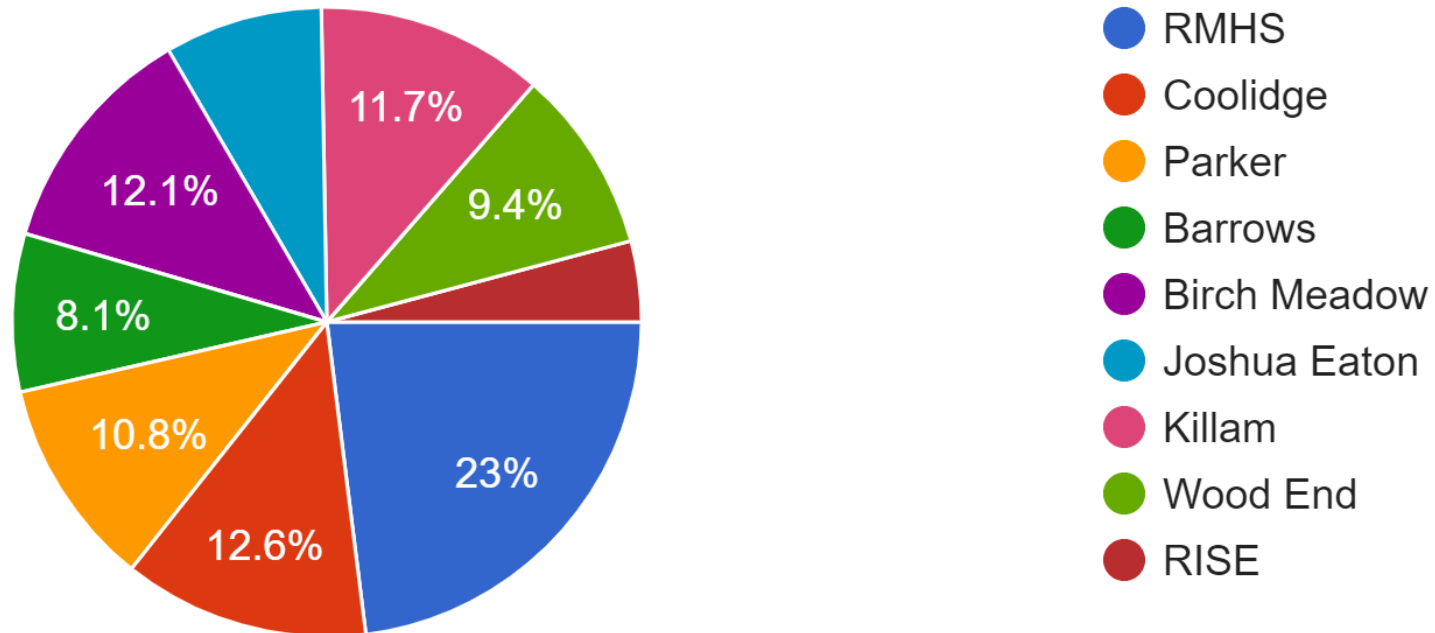
This question is for all staff. What degree of concern do you have for each of the following areas below in returning back to an in person school model?
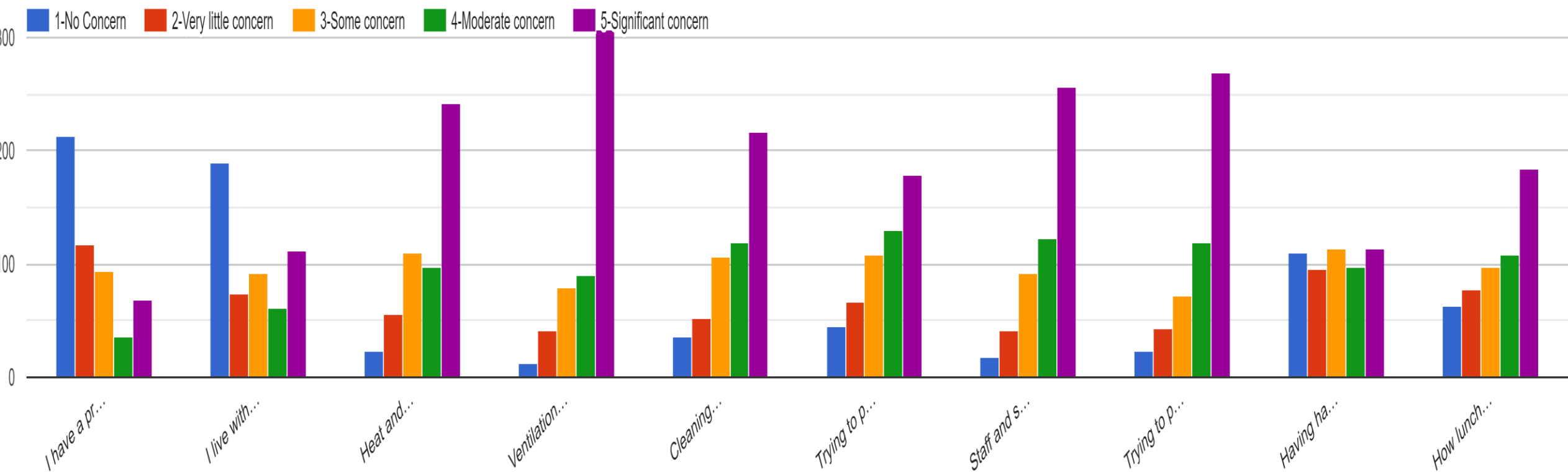
This question is for all teachers, related service providers, and nurses. If you are not in this role for the 2020-2021 school year, please check off that y...describes how you currently feel about returning?
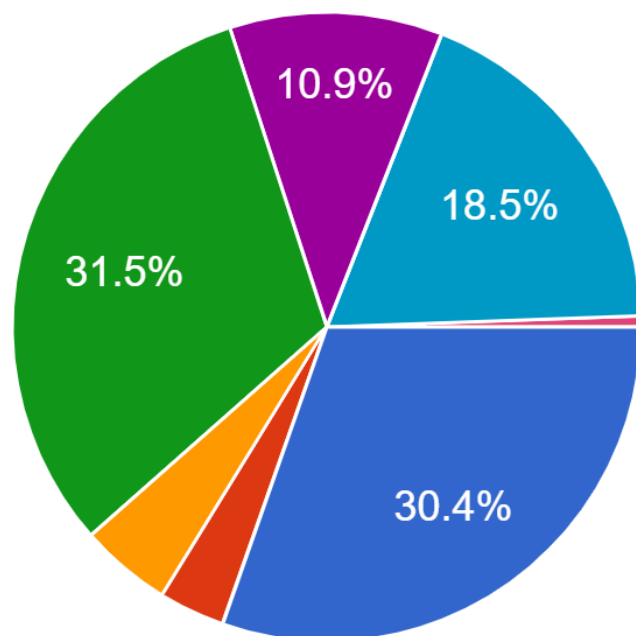
530 responses

- I am not in this role for the 2020-2021 school year.
- I cannot return to work as I am in a high risk category.
- I cannot return to work because I need to arrange for child care.
- I can return, but am nervous about bei…
- I can return and am not nervous as I k…
- I can return, but prefer to work remotel…
- I will likely resign or retire from my pos…

This question is for all paraeducators and tutors. If you are not in this role for the 2020-2021 school year, please check off that you are not in that rol...t describes how you currently feel about returning?
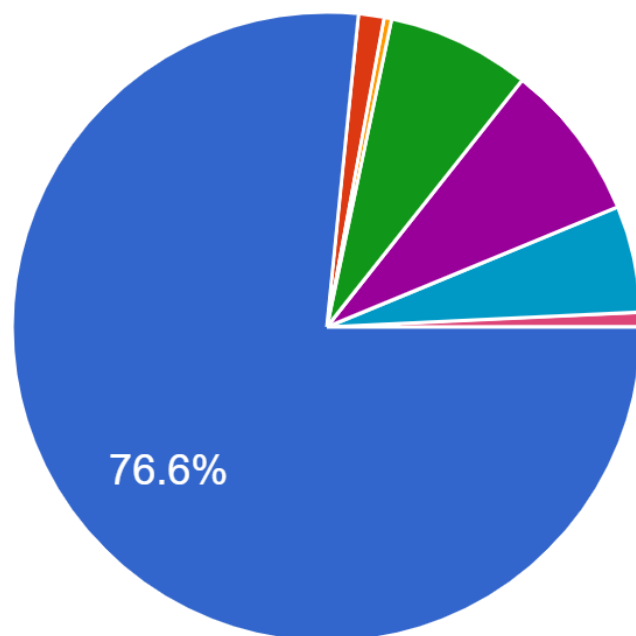
530 responses

- I am not in this role for the 2020-2021 school year.
- I cannot return to work as I am in a high risk category.
- I cannot return to work unless I have child care
- I can return, but am nervous about bei…
- I can return and am not nervous as I k…
- I can return, but prefer to work remotel…
- I will likely resign or retire from my pos…

This question is for all teachers, related service providers and nurses. If you are not in that role, please check off below that you are not in that ro...odel or modification of a model would you prefer?

530 responses
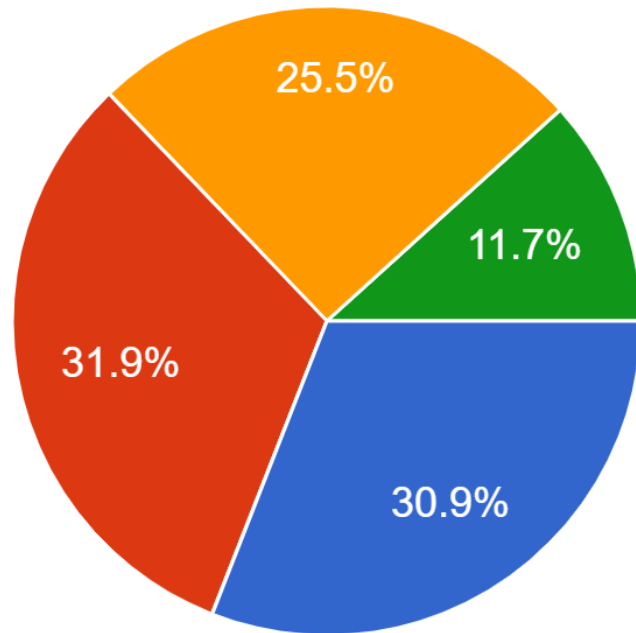
- I am not in a teacher, related service provider, or nurse role in the upcoming school year.
- Palo Alto Model
- One week in person' one week remote model
- No preference

25.5%

11.7%

31.9%

30.9%

FEASIBILITY STUDY

Reading School Committee Meeting

July 29, 2020
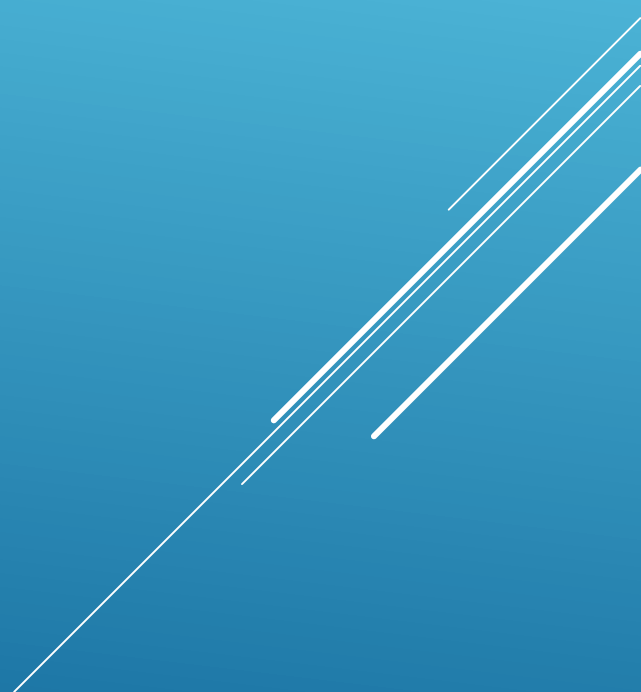
SUMMARY

- Need to Submit 3 Plans to DESE (In Person, Hybrid, Remote)
- As part of plan, a feasibility study was required
- Preliminary Plans are due by July 31st
- Comprehensive Plan will be released next week
- School Committee Meeting on August 6th-Approval of Plan
- Submitted to DESE on August 10th

HIGHLIGHTS OF FEASIBILITY STUDY

- Following DESE guidelines PPE has been ordered for all staff and students and specialized PPE has been ordered for staff who may be working with high risk populations.

- Additional online curriculum and videoconferencing tools have been purchased for the upcoming school year if a remote or hybrid environment is implemented.

- Additional technology devices, including computers, hot spots, ipads, cameras and adaptive equipment have been purchased for the upcoming school year.

HIGHLIGHTS OF FEASIBILITY STUDY

- A Town of Reading Facilities Department review of all learning and cafeteria spaces in the school district indicates that using the three-foot minimum separation with masks would allow most of the general classrooms in the district to have a capacity of 22 student desks and chairs (all facing the same direction in rows), 1 teacher desk, and one table.

- Please note that at some levels, shared tables are used in lieu of desks and the student capacity may be less.

- This number would vary depending on the square footage of the classroom and the age of the students, but this is based upon an average classroom size of 800 square feet.

HIGHLIGHTS OF FEASIBILITY STUDY

▶ Student capacity would change depending on the size of the classroom, class layout, removal of excess furniture, built in bookcases and cabinets, and the number of adults normally in the classroom.

▶ Any furniture and materials that is needed for classroom learning would need to stay, which would lessen the capacity of the classroom. This type of physical layout would also need to satisfy fire department and building code requirements for safe egress. If a six-foot distancing requirement were used in lieu of the three-foot distancing, the capacity would decrease using the above model, to approximately 14 students for an average size classroom. Smaller learning spaces (i.e. special education learning centers, testing areas, counseling rooms) would have a much less student/adult capacity.

HIGHLIGHTS OF FEASIBILITY STUDY

- Class sizes in the district vary from school to school and level to level. At the RISE Preschool, integrated classrooms have an average class size of 15 students with 3 adults in the classroom. At the elementary level, most classes are in the range 20-22, with a high end of 25 (Wood End, Grade 5) to a low end of 14 (Wood End Kindergarten). In addition, there is on average, 2 adults in an elementary classroom with some co-taught special education program classrooms having up to four adults. At the middle school level, class sizes range from 19-26 students, depending on the grade level with two adults or more in some special education inclusionary classrooms. At the high school, class sizes range from 18 to 32 depending on the course. There are on average two adults in the co-taught classrooms.

HIGHLIGHTS OF FEASIBILITY STUDY

▶ For the three-foot in-person model, additional classrooms would be needed in each school for overflow satellite learning to mitigate the difference in student capacity. In addition, we would need to procure additional storage for the furniture that would need to be removed in each classroom to reach the student capacity described above. Other than large spaces (library, cafeteria, gymnasium, multipurpose room and auditoriums at secondary level) there are no additional classrooms districtwide available with the in-person model. Additional staffing would also be needed for those satellite rooms. Birch Meadow Elementary School, which is scheduled to receive three modular classrooms in October, would need even more classrooms due to the current shortage of classroom space at that school.

HIGHLIGHTS OF FEASIBILITY STUDY

- Because lunch will require students to remove their masks, a minimum of six feet physical distancing will be required. Having lunch in several classrooms is not a feasible option due to the amount of student supervision needed, the additional classrooms needed as students would need to be spaced out to a minimum of 6 feet rather than 3 feet, the amount of additional food service staff needed and the additional staffing needed for cleaning and disinfecting those classrooms after lunch. The cafeteria and gymnasium would be needed, along with the possible addition of lunch periods, to adequately hold lunch in a full in-person model.

EXPLANATION OF MODELS

Reading School Committee

July 29, 2020

IN PERSON MODEL

- ▶ For this learning model, students receive in-person instruction full time in school environments that have been appropriately modified to address health and safety requirements issued by DESE.

- ▶ In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time.

- ▶ In the description of this model, districts should include information about how student learning, scheduling, protocols, and/or facilities use may look different than in traditional in-person learning with no restrictions.

IN PERSON MODEL

- As part of our space feasibility study, each classroom in each school has been given a student capacity based on the three-foot minimum distance. When possible we will balance class sizes to meet the student capacity. If necessary, we will need to create overflow classrooms.

- At the elementary and middle school level, it is our intent to keep students together in a cohort with a classroom teacher as much as possible. This model will assist with contact tracing.

IN PERSON MODEL

▸ For overflow spaces when class sizes exceed the student capacity in a classroom, we will be utilizing spaces such as libraries, gymnasiums, cafeterias, outdoors and specialist classrooms to place additional classes.

▸ Continuing to include specials (art, music, physical education, and library classes) in students' school days.

▸ Hosting specials (i.e. art, music, library) in the students' classrooms to minimize student movement through the buildings.

IN PERSON MODEL

- Elimination of shared furniture and supplies in classrooms will be necessary to provide for additional space between desks. This will require additional offsite storage.

- Student schedules that include many designated movement breaks throughout the day, including opportunities to go outdoors and remove masks in a structured and safe way.

- Lunch will be held in the cafeteria and gymnasium to maintain 6-foot distancing without masks. If additional spaces are needed, we will use outdoors or classrooms. Lunch arrival will be staggered to maintain proper distancing.

- Lockers and cubbies will not be used by students. Students will bring all materials and coats to class. This may impact student capacity for a classroom.

- Depending on further guidance from DESE, Band and chorus classes will be held either outdoors, in the cafeteria, or auditorium.

IN PERSON MODEL- ADVANTAGES AND DISADVANTAGES

- Advantages
    - All students (except remote learners) in school)
- Disadvantages
    - We do not have enough classroom space to maintain 3 foot distance
        - Would need to rent additional classroom space and hire additional staff to supervise those spaces.
    - We would need to rent space for all of the excess furniture
    - Staff availability due to health conditions
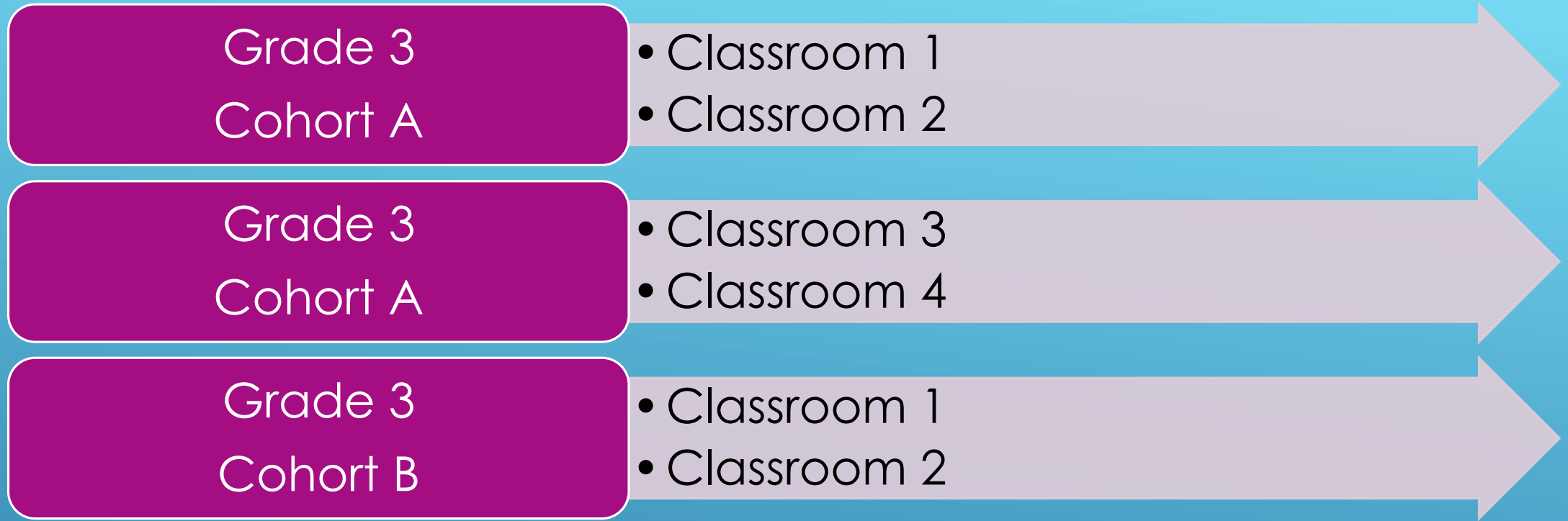   - Staff comfort level and concerns

HYBRID MODEL

Reading School Committee

July 29, 2020

HYBRID MODEL

- ▶ In a hybrid model, students alternate between in-person learning with safety requirements and remote learning.

- ▶ Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between in-person and remote learning models, including whether this varies among student groups and/or grade levels.

- ▶ In a hybrid model, some High Needs students may still participate in full-time in-person instruction to ensure effective accommodations, and some families may still decide to keep their children learning remotely full time.

Grade 3 **Cohort A**	• Classroom 1 • Classroom 2
Grade 3 **Cohort A**	• Classroom 3 • Classroom 4
Grade 3 **Cohort B**	• Classroom 1 • Classroom 2

ELEMENTARY LEVEL EXAMPLE
COHORT A (WEEK 1)-IN PERSON
COHORT B (WEEK 1)-REMOTE
COHORT A (WEEK 1)-REMOTE
COHORT B (WEEK 2)-IN PERSON

HYBRID MODEL FOR STUDENTS IN PERSON BOTH WEEKS

- Preschool age students with disabilities and role model students.
- Students with significant and complex needs
  - 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.

HYBRID MODEL

- Across the district, we will follow an "A Week / B Week" hybrid model based on predetermined class assignments. Students will be assigned to the "A Cohort" or "B Cohort" by the building principals.

- Students will attend school during their assigned cohort week, for four full days (Monday-Thursday).

- Friday will be a half day remote learning day for all students, regardless of the cohort. This day will be used for remote learning, additional cleaning in the schools, extra services for high needs students, planning and training for staff and meetings. Specialists (Art, Music, PE, Health, Library, Computer) will post asynchronous lessons every Friday for different groups of students (to be assigned by Principal). Other than Fridays, specialists will not teach remote and will be used as an additional teacher in satellite rooms. The specialists will be teaching live when cohorts are in school.

HYBRID MODEL

- Most classroom teachers at the elementary and middle school level will be following a similar model where they will teach their cohort in-person one week and remote the alternate week. High School classroom teachers may have a different setup depending on the courses that they teach. All special education teachers, related service providers, and paraeducators at all levels will be in-person both weeks to deliver the services on a child's IEP, teach in person classes and provide support for satellite classes. Specialists will also be in person both weeks to teach in person classes and work with the classroom teacher in satellite classes. This setup enhances opportunities for interdisciplinary collaboration between classroom teachers and specialists.

HYBRID MODEL

- When students are in-person, classes will be divided evenly and a satellite classroom will be created with another adult in that classroom. Where possible the classrooms will be adjacent to each other. The primary classroom teacher will be in one room broadcasting his/her class into the other room with a video camera and videoconferencing tool (i.e. Zoom or Teams). Students in each classroom will be six feet apart with appropriate safety and health regulations followed. The teacher may go between rooms to facilitate instruction.

- When students are in their remote learning week, they will be instructed remotely by their classroom teacher(s) with a combination of synchronous and asynchronous lessons. Students will have a specific schedule each day with teachers.

HYBRID MODEL

- Preschool-We will explore, due to lower class sizes, if all preschool classes can meet in-person both weeks.

- Kindergarten-There will be specific differentiation in time and standards taught between full day kindergarten and half day kindergarten.

- Elementary-Each grade level will have at least one class in each cohort, to allow families at the elementary level to be able to be on the same or different weeks.

- Middle School-One team per grade level will be in each cohort.

- High School-Grades 9 and 10 will be in one cohort and Grades 11 and 12 will be in the other cohort.

ADVANTAGES

- This model will allow for greater physical distancing and smaller in-person class sizes in each classroom.

- This model provides the opportunity to meet with students in-person to set goals and expectations for remote learning time, to provide supplies for remote learning, and to check in with students on concepts covered and tasks completed during remote learning.

- In the event of a suspected outbreak, 10 days of at-home learning will allow for symptoms of COVID-19 to surface prior to a return to in-person learning.

- Teachers will be either teaching either in person or remote, but not simultaneously

- Maximizes the use of all staff

DISADVANTAGES

- ▶ All students not in person
- ▶ Some staff will need to be in person both weeks
- ▶ Specialists schedules look different than traditional model
- ▶ Difficult for families and staff

REMOTE MODEL

Reading School Committee

July 29, 2020

REMOTE MODEL

- Weekly structured schedules with a combination of daily synchronous lessons, asynchronous work, and offline work.

- Attendance in remote learning will be mandatory, similar to an in-person school setting.

- Students will be assessed and graded.

- Expectations will be created for online engagement for students, including expectations surrounding use of cameras and microphones, contributing to class discussions, and grading/feedback expectations related to engagement in lessons.

REMOTE MODEL

- The remote school day will follow a typical school day (depending on the student's grade level) of remote work. This work will include direct instruction in the major disciplines (math, science, ELA, social studies, world language) as well as opportunities for specialties (art, drama, music, library, and other electives). There will also be opportunities for students to connect with teachers through office hours or other small group settings.

- Daily Remote learning will look like:

  - "Synchronous" lessons, meaning students will have direct access to a live teacher via lessons in Google Classroom. We will be using Zoom and Microsoft Teams for videoconferencing.

    - Students may stop interacting with the teacher during this time to complete a problem or assignment, but the teacher will be supervising student learning during this time.

  - "Asynchronous" work meaning the student's learning will be guided independently or with the aid of a parent or other caregiver. This includes time completing homework or projects or receiving additional services.

REMOTE MODEL

- To help facilitate our online learning, we have purchased a significant amount of technology and curriculum tools that will help support staff and students during the upcoming school year. Some of the platform and tools are:

  - Video conferencing tools such as Microsoft Teams and Zoom

  - Replacement laptops

  - Additional devices for families that need additional technology support for remote learning

  - Wireless Hotspots for families that do not have internet access

  - Online Curriculum Resources such as National Geographic Curriculum Tools and Envision Math Tools purchased at middle school and high school level

  - Assessment Tools such as Edulastic and Lexia Intervention and Early Literacy Screening Tool

- Other online tools that support remote work and systems

ADVANTAGES

- ▶ Much different remote learning model than last spring
- ▶ More consistent platform and conferencing tools
- ▶ Computer access should not be an issue

DISADVANTAGES

- ▶ Not in person
- ▶ Students "At risk" may be impacted
- ▶ Difficult for families and staff
- ▶ Means we are most likely in "second wave"

OTHER INFORMATION

- ▶ Calendar
- ▶ Heat Days/Snow Days
- ▶ Transportation
- ▶ Extra-curricular Activities and Athletics
- ▶ Lunch
- ▶ Extended Day

THANK YOU AND QUESTIONS

Reading School Committee

July 29, 2020