

Somerset Public Schools Somerset Berkley Regional School District



SOMERSET BERKLEY REG
AND
SOMERSET PUBLIC SCH
"All Students Achieving Excellence"

Reopening Schools 2020-2021

August 6, 2020

The Process

June 25, 2020: Initial Guidance from the Massachusetts Department of Elementary and Secondary Education (DESE)

Three Learning Models:

1. In-Person
2. Hybrid
3. Remote

Stakeholder Input

Faculty and staff (beginning on 6/6/20)

Parent Forums

Student Forums

Family Surveys

Staff Surveys

Many Conversations

Task Force

Grade-level Teams

Special Education

SEL

Operations

Food Services

Health and Safety

Health and Safety

About COVID-19

PPE

School Safety Protocols

Medical Isolation Room

About COVID-19

Symptoms

- Fever (100.4° Fahrenheit or higher), chills, or shaking chills
- Cough (not due to other known cause, such as chronic cough)
- Difficulty breathing or shortness of breath
- New loss of taste or smell
- Sore throat
- Headache when in combination with other symptoms
- Muscle aches or body aches
- Nausea, vomiting, or diarrhea

Transmission

- **Respiratory** (coughing, sneezing, etc.)
 - Close Contact
 - Long-range
 - Touching contaminated surfaces

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Personal Protective Equipment (PPE)

The districts will have a three-month supply of these materials on hand.

The following PPE will be provided:

- Disposable masks for staff;
- Disposable gowns and shields for faculty and staff working in certain high-needs environments;
- A disposable mask weekly for students to supplement their family-provided mask; and
- A waste receptacle for the disposal of PPE in each classroom and office.

Building principals will create schedules for the weekly distribution of PPE to faculty and staff as well as procedures to obtain PPE during the week should additional supplies be needed.

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Masks/Face Coverings

- Highly effective in reducing transmission
- DESE guidelines indicate that masks/face coverings will be mandatory for all staff and for all students in grade two and above
 - Decision about grades PK, K, and 1 forthcoming
- Medical, disability-related exceptions will be made and reasonable accommodations provided
 - a physician's note identifying the specific medical reason must be provided
 - Face shields are a reasonable accommodation
- Masks will be provided by the student/family
 - schools will have a backup supply of masks
- Required by all students on buses/vans
- Mask breaks will be scheduled during the day
- Training will be provided

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Handwashing and Hand Sanitizing

- A practice of handwashing/hand-sanitizing at intervals throughout the day will be a mandatory occurrence.
- handwashing with soap and water is the best option
- alcohol-based hand sanitizer (at least 60 percent ethanol or at least 70 percent isopropyl) will be available in any classroom where a sink and soap dispenser are not located

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Physical Distancing

- adjusted seating arrangements on school buses, in classrooms, and when eating meals in classrooms, the cafeteria, or other spaces in schools
- strategies to minimize mixing between groups including the implementation of student cohorts in grades preschool through grade eight, identifying traffic patterns through the school, and limiting transitions between classes through changes in schools' master schedules.
 - Hallway and stairway traffic patterns will be identified for students and staff with floor markings and/or signs.

Health and Safety

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Medical Isolation Room

If symptomatic

1. Call the school's COVID-19 point of contact
2. Current Massachusetts DPH guidance is that all symptomatic individuals in Massachusetts should be tested. Otherwise, isolate for 14 days and until asymptomatic.
3. Isolate at home until test results are returned.
4. Proceed as follows according to test results:
 - a. IF NEGATIVE: Student/Employee stays home until asymptomatic for 24 hours.
 - b. IF POSITIVE: Student/Employee remains at home in self-isolation for at least 10 days and until at least 3 days have passed with no fever and improvement in other symptoms.

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Medical Isolation Room

Medical Isolation Room

- a separate space from the nurse's office
- used when a student presenting COVID-19 symptoms needs to be separated from others until he/she can be picked up by a family member
- masks and at least six feet of separation will be strictly required for all students and staff in this space
- The adult supervisor will be provided with a face shield in addition to wearing a mask.
- This space will be sanitized several times during the day as needed.
- Each building principal will identify the medical isolation room in his/her school building

Operations

Cleaning and Sanitizing

Transportation

Food Service

Cleaning and Sanitizing

Schools will be cleaned daily in accordance with CDC, state, and local public health guidance to limit the potential spread of COVID-19 via the transmission of the virus through contaminated inanimate objects.

High Touch Areas include:

- Classrooms: doors and door hardware, desks, tables, chairs, classroom sinks, faucets, countertops, light switches
- Restrooms: doors, sinks, faucet handles, flush handles, toilet paper, soap, and paper towel dispensers and handles
- Railings/handrails
- Elevator push buttons and ADA Bars
- Computer keyboards and touch screens

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Cleaning and Sanitizing

High Traffic Areas include:

- School Main Offices
- Entrance and exit to building
- Restrooms
- Stairwells
- Communal gathering areas such as the auditorium, cafeteria, playground, or gym

Each school will undergo at least two deep cleanings each week, between Tuesday afternoon and Thursday morning and between Friday afternoon and Monday morning. Daily and weekly checklists and logs will be maintained

Each classroom will be supplied with an EPA-approved pre-mixed disinfectant spray and paper towels to address immediate cleaning needs.

Operations

Cleaning and Sanitizing

Transportation

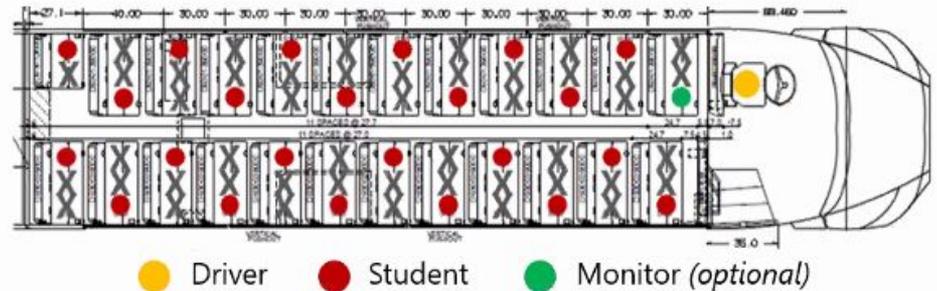
Food Service

Transportation

DESE released its [reopening transportation guidance](#) to school districts on July 22, 2020. Highlights of this guidance include:

- **Masks:** required by everyone on the bus; face shields may be an option for students with medical, behavioral, or other challenges
- Buses will have a supply of disposable masks available for students who need them.
- **Distance:** students will maintain approximately 3 feet of physical distance. Exceptions will be made for children from the same household who may sit together and in closer proximity (e.g., two students per bench).
- **Ventilation:** Bus windows will be kept open at all times during operation for increased ventilation, unless not possible due to extreme weather conditions.
- **Seat assignments:** Students will be assigned to a single bus and a particular seat.

Example Configuration



Operations

Cleaning and Sanitizing

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Food Service

Food Service

- Schools will continue to provide meal service to students.
- The meal service program will be a combination of in-school serving and a “grab & go” program similar to the one that was implemented during this past spring.
- All state and federal health and safety guidelines will be employed by food service workers, including wearing the proper PPE. All meals will be individually plated.
- The type of learning model (in-person, hybrid, remote) will determine whether in-school or “grab & go” services will occur.

The Three Models of Learning

Model 1: In-Person Learning with Safety Precautions

- The goal of this model is to get as many students as possible back into schools for in-person learning—safely.
- In this model, all students return in person to school settings that are appropriately modified to accommodate the health and safety requirements
 - altered classroom configurations, setting up additional learning spaces, and schedule changes, including start and end times to the school day
- In Somerset and Somerset Berkley, in-person learning requires a separation of three feet among other changes

Model 1: In-Person Learning with Safety Precautions

Pros:

- Most students return to school; best model for family schedules and childcare
- In-person learning is the ideal and standard model of teaching and learning for most students;
- This is the model that faculty, staff, students, and families know well; requires minimal preparation
- Student academic and social-emotional learning gaps are best addressed through direct services

Cons:

- 3-foot spacing is not the distance recommended by the CDC, posing the greatest health risk;
- Creates significant operational challenges (transportation and food service);
- Additional staffing & equipment would be needed;
- Maintaining the high degree of cleanliness and sanitation would be challenging;
- Expectation of frequent student and staff quarantines, causing disruptions to learning;
- over reliance on substitute teachers, who are already in short supply

Model 2: Hybrid Learning

- schools are unable to bring all students back under the health and safety requirements
- students would alternate between in-person and remote learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-Person	In-Person	Remote	Remote	Remote
Cohort B	Remote	Remote	Remote	In-Person	In-Person
Cohort C (High Needs)	In-Person	In-Person	Remote	In-Person	In-Person
Cohort D (Full Remote)	Remote	Remote	Remote	Remote	Remote

Model 2: Hybrid Learning

Pros:

- Students opting for in-person learning return to school;
- Implements six-foot spacing, which is the recommendation from the CDC;
- Students have the blend of in-person and remote learning, which makes for the easiest transition to either all remote learning or all in-person learning;
- Student academic and social-emotional learning gaps are addressed through direct services

Cons:

- Food service is still a concern
- Disruptive schedule and childcare demands;
- Needed changes in school schedules to accommodate food service, specials/electives
- Additional staffing and equipment would be needed;
- Cases of COVID-19 will force staff and students to self-quarantine; over-reliance on substitute teachers
- Shifting to a blend of in-person and remote learning would require additional resources, professional development, and time to implement effectively.

Model 3: Remote Learning

- This model is available for individual students who cannot or choose not to return in-person, for all students in the event of required future classroom or school closures due to COVID-19, and if learning in-person poses significant health risks to students and staff.
- Remote learning would include both direct instructional time with teachers and time for students to work independently. The remote learning model offers the ability to continue student learning no matter the contingency.

Model 3: Remote Learning

Synchronous Learning

- Teaching and learning occur at the same time
- Participants are learning together
- Students and teacher(s) interact remotely (Zoom, Google Meet)
- video conferencing, teleconferencing, live chatting, and live-streaming

Asynchronous Learning

- Teaching and learning that do not necessarily happen at the same time (no real-time interaction).
- Lessons and assignments are created by the teacher and made available for consumption at any time.
- Teacher provides students with materials for reading or viewing and assignments for completing.

Sample Schedule - SBRHS

Monday	Tuesday	Wednesday	Thursday	Friday
Students go to first period class	Students go to first period class		Students go to first period class	Students go to first period class
Period 1	Period 5	Period 1 7:55-8:25	Period 1	Period 5
Period 2	Period 6	Period 2 8:35-9:05	Period 2	Period 6
Period 3	Period 7	Period 3 9:15-9:45	Period 3	Period 7
Period 4	BRB	Period 4 9:55-10:25	Period 4	BRB
Scattered dismissals		Period 5 10:35-11:05		
get to lockers, find bus, etc.		Period 6 11:15-11:45		
		Period 7 11:55-12:25 (STUDENT DISMISSAL)		
		Teacher Common Planning Time 1:05 p.m.-2:05 p.m.		

Sample Schedule - Elementary

Student Schedule - Hybrid Sample

In-Person Learning Days		Remote Learning w/ Instruction Day (Wednesday)		Remote Learning Days	
8:40-9:00	Arrival	8:45-9:15	Virtual Morning Meeting/SEL	9:15-9:30	Virtual Greeting/Recording
9:00-9:30	Morning Meeting/SEL	9:15-9:30	Virtual Movement Break (Home Bathroom Break)	9:30-10:00	LEXIA
9:30-11:00	ELA	9:30-10:15	Virtual Content Lesson	10:00-10:30	Independent Reading
11:00-11:15	Structured Recess	10:15-10:30	Virtual- Review Independent Classroom Assignments	10:30-10:45	Movement/Rest Break
11:15-11:45	LUNCH	10:30-10:45	Movement/Rest Break	10:45-11:15	ELA Classroom Assignment
11:45-1:30	Math/Science	10:45-11:15	Independent Reading	11:15-11:30	Play Outside
1:30-2:00	Special (A, M, PE, H)	11:15-11:30	Play Outside	11:30-12:00	LUNCH
2:00-2:15	Structured Recess	11:30-12:00	LUNCH	12:00-12:15	Math Review Game
2:15-2:45	Social Studies	12:00-12:45	ELA Classroom Assignment	12:15-12:45	Reflex/Splash Math
2:45-3:15	Closing Circle/SEL	12:45-1:45	Go Math Video/Math Classroom Assignment	12:45-1:00	Movement/Rest Break
3:15-3:30	Dismissal	1:45-2:00	Movement/Rest Break	1:00-2:00	Go Math Video/Math Classroom Assignment
		2:00-3:00	Special Bingo	2:00-3:00	Special BINGO

Time	Full Remote (M,T, Th, Fr)	Full Remote (Wednesday)
8:45-9:15	Virtual Morning Meeting/SEL	Virtual Morning Meeting/SEL
9:15-9:30	Virtual Movement Break (Home Bathroom Break)	Virtual Movement Break (Home Bathroom Break)
9:30-10:30	Virtual Content Lessons/Assignments	Virtual Content Lessons/Assignments
10:30-10:45	Movement Break	Movement Break
10:45-11:15	Independent Break-out Reading-Work/Virtual Small group/1:1 Virtual Instruction	Independent Break-out Reading-Work/Virtual Small group/1:1 Virtual Instruction
11:15-11:30	Play Outside/Recess Activity	Play Outside/Recess Activity
11:30-12:00PM	Lunch	Lunch
12:00-1:00	Virtual Content Lessons/Assignments	ELA/SS Classroom Assignment
1:00-2:00	Independent Break-out Reading-Work/Virtual Small group/1:1 Virtual Instruction	Go Math Video/Math/STEM Classroom Assignment
2:00-2:30	Movement Break/SEL/Closing circle etc.	Reflex/Splash Math
2:30-3:30	Special Virtual Live Lesson/Bingo	Special Bingo

PE and Music

- Strongly encourage these courses (PE, Music) and activities be held fully or partially online if possible.
- If they are held in person, we strongly encourage these activities to occur outdoors.
- Safety requirements for these activities are as follows:
 - For chorus, singing, musical theater, and using brass or woodwind instruments:
 - If outdoors, with masks encouraged if possible, these activities can occur with at least 10 feet of distance between individuals.
 - Note: At this time, these activities are not permitted indoors.
 - For physical education activities and dance:
 - If outdoors, without masks, these activities can occur with 10 feet of distance between individuals.
 - If outdoors, with masks required, these activities can occur with 6 feet of distance between individuals.
 - If indoors, with masks required, these activities can occur with 6 feet of distance between individuals.
 - Note: These activities cannot occur indoors without a mask.

Recommended Model

Phased-In Remote-to-Hybrid

- Resume student learning remotely on September 14th with the exception of some high-needs special education students, who will begin in-person.
- This follows the very effective manner in which the Commonwealth of Massachusetts has reopened businesses across the state: slowly, methodically, and strategically.
- Remote learning will replicate the school day (fixed schedules, start and end times, attendance, etc.) through both synchronous and asynchronous instruction.
- In time, we will transition to a hybrid learning model by implementing changes in our school schedules and operating procedures to ensure that in-person learning is both safe and successful.
- This phased-in approach will lead to our ultimate goal of full, in-person learning for all students, returning students to school in a safe manner aligned with best practices and CDC guidelines.
- **Regardless of the in-person or hybrid models, any family may opt to have their child learn remotely this year.**

Phase-In Remote to Hybrid

Phase One: Professional Learning (August 26 – September 11)

- Professional learning will be provided for all faculty and staff in areas of health and safety, remote teaching, social-emotional learning, and other mandated areas of instruction.
- Faculty and staff will also be afforded collaborative time to modify curricula, design baseline assessments, and develop lessons for remote teaching. This is a critical first step in preparing for our students return.

Phase Two: Remote Learning (September 14 – TBD)

- All students return to school remotely with the exception of some high-needs special education students, who will begin in-person.
- Following the phase one professional learning, faculty and staff will be prepared to teach in a remote learning environment, building on best practices observed during the spring remote learning experience as well as the practices and structures that were not effective for students.
- Focus on social-emotional learning and identifying individual and collective academic achievement gaps

Phase-In Remote to Hybrid

Phase Three: Hybrid Learning (TBD)

- Students return to school for in-person instruction two days per week; remote learning three days per week
- Students would be divided into two main cohorts, identified alphabetically. Exceptions will be made for students in the same household with different last names so that siblings would be assigned to the same cohort.
- Requests will be approved for those students who wish to continue remote learning only.

Phase Four: In-Person Learning (TBD)

- The ultimate goal for all students this year is to return to school for in-person instruction five days per week.
- Requests will be approved for those students who wish to continue remote learning only.
- Implementing this phase will adhere to all health and safety protocols that are required by DESE, and local and state health agencies.

- In-person learning is the ideal model for most students
- Data is still emerging; school-aged children are at a lower risk of contracting COVID-19 than adults, but may be good carriers.
- Disruption to families and need for childcare
- Maintaining the health and safety of our students and staff have been our top priority.
- This approach allows us to focus on student learning rather than the constant distractions and interruptions associated with presumptive COVID-19 cases.
- Cases in MA are still comparatively low but they are climbing.
- Faith in our teachers and in instructional technology to provide students with rigorous and effective learning experiences