

20-21 Reopening Plan

School Committee Workshop August 5, 2020



20-21 School Reopening Process

Step 1: Reopening Preliminary Plan Summary - 7/31

Step 2: Comprehensive Reopening Plan - 8/10

20-21 Reopening Task Force

Parents

Bridget Garabedian, Parent at Ryan and Wynn Schools Monica Johnson, Parent at Dewing, Ryan, Wynn & Special Ed. Parent Rep.

Rich Russo, Parent at Wynn School and TMHS

School Department

James Cutelis, School Committee Scott Wilson, School Committee Chris Malone, Superintendent Brenda Theriault-Regan, Assistant Superintendent David Libby, Business Manager Richard Pelletier, Director, Student Services Karen Baker O'Brien, Director, Student and Family Services Jon Marchand, Maintenance Debralee Mugford, Director, Food Services Felicia Cenanovic, Heath Brook School Principal

School Department (continued)

Alexis Bosworth, Dewing School Asst. Principal Andy Long, Wynn MS Asst. Principal Ronald Drouin, Athletic Director Kelly Constantino, Lead Nurse Luigi Gisetto, Custodians Union Suzanne Caliendo, Secretaries Union Joshua Bilodeau, Teachers Union (represents aides as well) Julia Fabiano, Teachers Union Sarah Gillotte, Teachers Union

Town of Tewksbury

Richard Montuori, Town Manager Ryan Columbus, Police Chief Mike Hazel, Fire Chief Susan Sawyer, Public Health Director Urvi Agarwalla, Town Nurse Tewksbury Public Schools Tewksbury, MA

District Leadership Team

Chris Malone, Superintendent Brenda Theriault-Regan, Assistant Superintendent Richard Pelletier, Director, Student Services Lynn Noyes, Assistant Director of Special Education Jason Stamp, Director of IT and STEM Karen Baker O'Brien, Director of Student and Family Svc. David Libby, Business Manager Jon Bernard, Principal, TMHS Sean O'Leary, Assistant Principal, TMHS Eileen Osborne, Assistant Principal, TMHS

Ron Drouin, Athletic Director John Weir, Principal, Wynn MS Andrew Long, Assistant Principal, Wynn MS Judi McInnes, Principal, Ryan School William Hart, Assistant Principal, Ryan School Felicia Cenanovic, Principal, Heath Brook School Terry Gerrish, Principal, Dewing School Alexis Bosworth, Assistant Principal, Dewing School Karen Cronin, Principal, North Street Jay Harding, Principal, Trahan School

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Step 2: Our Comprehensive Plan & the 3 Models

Our Comprehensive Reopening Plan MUST Include all 3 Models:

- 1. All In-Person Model
- 2. Hybrid Model
- 3. Remote Learning Model

The Tewksbury School Committee:

- 1. Approves the Plan
- Votes on the Reopening Model to *START the 20-21 School Year

*At any time in the school year, we may need to pivot in to any of the 3 models.



DESE Guidance & Classroom Expectations

- Students and teachers will be in masks
- Mask breaks will occur at least 6' apart
- Transparent masks may be needed for some students/staff
- Student distancing restrictions require a minimum distance from chair to chair in classrooms, all facing forward
- Maintain a 6' teacher instructional area in the class
- Students will stay 6' apart in public areas in the school (hall, cafe, recess, arrival, dismissal, etc.)



Health & Safety Requirements

All KEY Health & Safety Requirements should be used together to be most effective

Masks

Handwashing and/or Hand sanitizing

Distancing

Self-screening, self-reporting, & staying home when not feeling well.

- ALL PK-12 students and staff will wear a mask and/or appropriate face covering at school
- Minimum of 3' 6' distancing is required for all Learning Models
- Hand washing routines will be established at all schools
- New hand sanitizing stations have been purchased for all schools



Classroom Heath Brook & Dewing K:(6')= 12-15 desks/tables K (3') = 20-22 desks/tables



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Classroom Desks at 3' apart: Ryan = 22 desks+

Wynn = 24 desks+





Classroom Desks at 6' apart:

Ryan = 12 desks+ Wynn = 12 desks+







Classroom Desks at 6' apart:

TMHS (6') = 11-12 desks+







Cafeterias





Heath Brook Cafeteria 6' apart seating for at least 60 students

TMHS Cafeteria 6' apart Seating for at least 85 students

Ryan Cafeteria 6' apart Seating for at least 48 students



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Lunches & Snack



Lunch and snack breaks require a student to remove the mask.

The restriction for lunch and/or snack (eating) is that students are a minimum of 6' apart and all facing forward in the same direction.

ALL IN-PERSON MODEL: (all the students)

3' apart in class ~ 6' apart required to eat

Snack cannot happen in class as students need to be 6' apart to eat

Many additional lunch blocks are needed to provide 6' separation for all students

Additional lunch monitoring, cleaning and kitchen personnel needed to address extra lunch blocks

HYBRID MODEL: (1/2 the students)

Snack at 6' apart can happen in the class

Extra lunch blocks would still be needed to accommodate student lunches at 6' apart

Additional cleaning and kitchen personnel needed to address extra lunch blocks

Transportation

- Students must maintain appropriate distance and be separated on the bus
- Students and driver must wear a mask at all times on buses and vans
- Assigned seating considered at all grade levels
- Regular cleaning will occur
- Special ed. van transportation



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Survey Data: Reentry & the 3 Models







Teachers

Parents & Guardians

All In-Person Model

Full school day (in total length)

All students and teachers are in-person (...or require or choose remote)

All health and safety precautions are implemented (masks, distancing, hygiene...etc.)

As regular a daily schedule as possible (w/ restrictions accounted for, arrival, dismissal, distancing, lunch etc.)

PROS, BENEFITS...

- All students and teachers in school (unless medically unable)
- Students are with their peers (socially distanced)
- Parents can return to work every day
- Access to school resources (textbooks, handouts, labs, technology...)
- In-person access to student support services
- Daily access to school breakfast and lunch for students
- Social emotional benefits (getting out of the house)

CONS, COMMENTS, CONCERNS...

- Increased exposure to full cohort of students
- Mask wearing all day (what is the impact on students...can they sustain?)
- Transportation prohibitive w/restrictions...multiple runs are needed
- Managing new routine with restrictions is difficult (how to do arrival, dismissal, impact to time on learning...etc)
- 6' apart in lunch all facing forward...not facing each other
- Enhanced daily disinfecting...and increased hand washing routines difficult to manage
- Teaching & Learning will be different than all are used to



Hybrid Model

Full school day (in total length)

All students are in person part-time and remote part-time (split into 2 cohorts- approx. ¹/₂ the class)

(...or require or choose remote)

Students would be distanced at least 6' apart

All teachers are in-person in-class, every day

All health and safety precautions are implemented when in-person (masks, distancing, hygiene...etc.) Daily schedules will need to account for flexibility for the remote cohort and whole class support daily.





Parents/Guardians

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Hybrid Model Sample WEEKLY Schedules

Weekly Sam	ple 1					
A/E	B COHORT: 1 V	Veek In-P	erson - 1	Neek Remo	te Learnin	g
		М	т	w	тн	FRI
Week 1	In-Person	A Group		-	A Gr	oup
WEEK I	Remote	B Group		A/B	B Group	
Week 2	In-Person	B G	roup	-	B Group	
Opposite Week 1	Remote	A Group		A/B	A Group	
Weekly Sam	ple 2					
	A/B CO	HORT: R	otating 2-D	ay In-Perso	on	1
		м	т	w	тн	FRI
Week 1	In-Person	Α	Α	-	В	В
	Remote	В	В	A/B	Α	Α
	_					
Week 2	In-Person	Α	Α	-	В	В
Same as Week 1	Remote	В	В	A/B	Α	Α

Sample 1 includes:

All teachers in-person at the school each week

Students/classes are split into 2 cohorts (A & B) roughly half and half

Week 1: Cohort A students are in-person at the school each week on M, Tu, Th, Fri.

Week 1: Cohort B would be in remote learning at home

Week 2: The schedule flips (B is in-person learning; A is remote learning)

Wed. every week is remote learning for the whole class, both Cohorts A & B to be together virtually Wed. RL would provide needed time for enhanced cleaning of the school without students present

*Note: In-person time variances may be necessary to accommodate high-needs students

	Samp	le 2	inc	lud	es:
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All teachers in-person at the school each week

Students/classes are split into 2 cohorts (A & B) roughly half and half

Week 1: Cohort A students are in-person at the school on M & Tu, & in remote learning Th & F

Week 1: Cohort B students are in remote learning on M & Tu, and in-person at the school on Th & F Week 2: The schedule stays the same

Wed. every week is remote learning for the whole class, both Cohorts A & B to be together virtually Wed. RL would provide needed time for enhanced cleaning of the school without students present *Note: In-person time variances may be necessary to accommodate high-needs students



Hybrid Model Sample WEEKLY Schedules





Hybrid Model Sample DAILY Schedules

Daily Sample 1: Hybrid Student Full Day: Majority In-Person Part Remote

	Student A Day	Student B Day		Notes	Pros/Cons and Considerations	
	A Cohort	B Cohort	A & B Cohort w	Il rotate as final schedule is chosen	A-Cohort has lessened school day in masks and with restrictions	
	8:15	8:15	A Cohort is with t	eacher support	Both cohorts have remote whole class time daily in the PM	
New			B Cohort teacher	support is undetermined	Who is supporting the B-Cohort instruction in the morning while A is in-person?	
Content			Snack time is needed		B-Cohort has a flexible morning remote learning schedule	
	12:15	12:15			Live streaming may or may not be feasible (unknown at this time)	
	4 hours in-person instruction	4 hours remote instruction				
Grab-Go Lunch	12:15		1 hour 20 mins.	for travel, lunch and break	Allows for a longer lunch and break without masks and restrictions	
for home	1:35			lunch at home w/o social distance and mask restrictions		
	1:35	1:35	Both A & B Cohort receive		Both cohorts have access to live remote teacher check-ins in the PM	
Remote Time with Teacher(s)	2:35	2:35	1 hour remote with teacher(s) for check in and help		Younger students need parent care/support during remote learning time	
	1 hour remote together			Question: Will extended day be available for younger students on in-person day? (unknown)		

				ple 2: Hybrid Student Full D	Pros/Cons and Considerations
	Student Day	Student Day		Notes	
	A Cohort	B Cohort	A & B Cohort v	vill rotate as final schedule is chosen	A-Cohort is in masks and wth restrictionsis all day
	8:15	8:15	B-Cohort studer	nts do asynchronous lessons at home on own	Who is supporting the B-Cohort instruction ALL day while A-Cohort is in-person?
New					B-Cohort is all day in remote learning without the teacher
Content			Snack time is no	eeded	Teacher cannot be in 2 places at the same time
Learning	12:15				Live streaming may or may not be feasible (unknown at this time)
	4 hours in-person instruction	4 hours remote learning			
Lunch	12:15		25 mins	lunch at school for A-Cohort	6' apart, all facing forward grade levels may be splt up based on space restrictions
	12:40			6' apart all facing forward with mask restrictions	Recess is 6' apart at all times in masks (recess time alotment depends on grade level)
	12:40				Younger students need parent care/support during remote learning time
Content	2:35		1	1	Question: Will extended day be available for younger students on in-person day? (unknown)
	1 hour 55 mins. in-person instruction	1 hour 55 mins. remote learning			



Hybrid Model Sample DAILY Schedules



Teachers

Aides

Parents



Hybrid Model

PROS, BENEFITS...

- Students in-person at school some of the time
- Some live in-person instruction is preserved
- Lessened exposure w/only 1/2 students
- Opportunity for enhanced cleaning between cohorts
- Has consideration for whole class together (RL)
- Lessened contact tracing
- Students 6' apart in rows, all facing forward
- Transportation is more feasible w/ 1/2 students
- Snack can occur in the room (6' apart)
- Mask breaks can occur in the classroom (6' apart)
- Social emotional benefits (getting out of the house)

CONS, COMMENTS, CONCERNS...

- Every effort will be made to keep siblings together
- Childcare
- Cohort days will be equitable (ie. holiday impact)
- If the teacher is with Cohort A in-person...how are supports given to Cohort B at same time?
- Scheduling details at each grade band need further input and development from teachers & parents
- Training for remote instruction will occur in-person
- 6' apart lunches w/ additional lunch blocks cleaning/food service personnel needed
- Teaching & Learning will be different



Remote Learning Academy (Individual Choice)

Parents Choose Remote Learning Academy

- If the District is in Hybrid Model or All In-Person Model
 - Parents have the option to choose the Remote Learning Academy as an alternative (K-12)
- Full school day for students (in total length), fully remote
- Attendance will be taken, (Yes, still a TPS student)
- Currently reviewing LMS options (DESE will make a Learning Management Systems available)
- Asynchronous (teacher contact will be needed)
- According to DESE Commissioner, students are likely ineligible to participate in other activities
 - MIAA Sports
- Students may be ineligible for extra-curricular school activities, with specific consideration to safety
- Requests to come back to in-person learning will be reviewed with advance notice and at end of quarterly sessions



Remote Learning Model (District Choice)

IF...TPS is in Full Remote Learning (RL)

- All TPS students (K-12) would be fully in remote learning, for the full school day
- Remote learning instruction will be enhanced (from the prior Spring RL)
- Attendance will be taken
- Courses will be graded
- Synchronous and asynchronous
- According to DESE Commissioner, if the District chooses RL students are likely ineligible to participate in other activities
 - a. MIAA Sports
 - b. Extra-curricular school activities (considered individually with specific consideration to safety)
- According to DESE Commissioner, districts are also at risk to NOT receive Federal Grant \$\$ for back to school assistance

Remote Learning Model

PROS, BENEFITS...

- Will reflect a full school day (remotely)
- No exposure to virus threat from school
- No masks during school day
- Less restrictions
- Allows medically vulnerable students to learn in a home/remote environment

CONS, COMMENTS, CONCERNS...

Extended screen time

No in-person learning with teacher and peers

Student engagement concerns

Childcare

Instruction will need to include both synchronous sessions and asynchronous sessions (i.e. video)

Not all students can access remote learning independently and need extensive parent support

Related services for high-needs students (i.e. Sp. Ed. & EL) is a challenge







Students with Complex and Significant Needs

- Criteria established by DESE
- Districts expected to prioritize most vulnerable students
- Primary Disability/Level of Need-PL3 assists in determination

Other Special Student Populations

- ELs, Homeless, Foster Care
- Students on 504 Plans
- Every effort will be made for in person services to be provided based on model selection and staffing
- Accommodations will be implemented



Courses Requiring Additional Safety

- Visual Arts
- Performing Arts
 - Music
 - Chorus
 - Band
 - Theater
 - Dance
- Physical Education

DESE Guidelines categorizes these classes as higher risk due to:

- Shared materials/equipment are required
- Higher risk of virus transmission (increased respirations & respiratory droplets)

DESE recommends that these courses are held partially or fully online.



Sports & After-School Clubs

Sports:

MIAA decision on Fall sports is expected in mid-September

Clubs:

Extracurricular activities will be considered depending on the learning model the TPS District is in, and with specific consideration to safety



Out of School Time Plan

F. **Out-of-school time plan**: In this section, please include any information about additional supports, instruction, or services the district will provide to students:

(a) before and after school,

- In discussion with Alphabest for potential extended day options for students
- If extended day is available, all health and safety restrictions implemented in the regular school day and potential further restrictions will apply.

(b) through 21st Century Learning, if applicable, and

• All health and safety restrictions implemented in the grant-related program during the school day and after school will apply. Potential further restrictions may also apply.

(c) on the weekends.

• Protocols and restrictions for facility usage will apply.

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Technology Needs

All In-Person

Staff will have access to a desktop computer and/or laptop.

All students have access to mobile devices when in person at school.

Hybrid Model

Staff will need a web camera or a mobile device with a web camera.

All students have an opportunity to borrow a Chromebook from the District to use from home during the Pandemic.

Remote Model

Staff will need a web camera or a mobile device with a web camera.

All students have an opportunity to borrow a Chromebook from the District to use from home during the Pandemic.



Loaner Devices

< 10% of students needed or opted into the District loaner-device option.

Surveys show that technology devices nor internet access were a barrier to RL



Health & Safety: Response to COVID

(e) A school calendar with start date and PD days prior to opening is recommended.

- Original Day 1 was Monday, August 31, 2020.
- DESE agreed to 10 Days for Districts to "Train Staff and Communicate w/ Families"
- New Day 1 of School can be no later than Wed., 9/16/2020. (Needs SC vote 8/6)
- These 10 days DO apply to our 180 days requirement (10 + 170 = 180)
- Whole calendar adjustments to be voted on At SC 8/19

2020-2021 School Calendar





Health & Safety: Response to COVID

(a) safety, wellness, and social emotional supports

(b) planning and instruction,

(c) assessment, and

(d) intervention.

2020-2021 School Calendar





Responding to COVID Scenarios at School, Bus & Community

Follow DESE Guidance

Coordinate with Tewksbury Department of Public Health

- Town Nurse
- Board of Health
- TPS Lead Nurse

- Alternative Nursing Space
- Self-screening, self-reporting, & staying home when not feeling well.
- State & Local Statistics



Responding to COVID Scenarios at School

Quick reference sheet: Key actions for individual COVID-19 events

Event	Location of Event	Testing Result	Quarantine
	home, they should stay home and get tested. If an individual student is symptomatic <u>on the bus or at</u> <u>school</u> , they should remain masked and adhere to strict physical distancing. Students will then be met by the nurse and stay in the medical waiting room until they can go home. They should not be sent home on the bus. If an individual staff member is symptomatic at school, they should find coverage for their duties and then go home and get	Individual tests negative	Return to school once asymptomatic for 24 hours
Individual is symptomatic		Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self- isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
		Individual <u>is not tested</u>	Remain home in self-isolation for 14 days from symptom onset

DESE: Responding to COVID Scenarios at School, Bus & Community

	Incy team diely were in close contact with an individual who tested positive for COVID-19, they should stay at home and be tested 4 or 5 days after their last exposure.Individual is exposed toIf an individual is at school when they learn they were in close	Individual tests negative	Return to school, if asymptomatic or once asymptomatic for 24 hours
exposed to COVID-19 positive		Individual tests positive	Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist the school in contact tracing efforts, and answer the call from local board of health or MA Community Tracing Collaborative. Most people who have relatively mild illness will need to stay in self- isolation for at least 10 days <u>and</u> until at least 3 days have passed with no fever and improvement in other symptoms.
They should stay at he	should not take the bus home. They should stay at home and be tested 4 or 5 days after their last exposure.	Individual <u>is not tested</u>	Remain home in self-quarantine for 14 days from exposure

Tewksbury Public

Schools



HVAC

<u>School</u>	Fresh Air Source	Comments - How it works
TMHS	Rooftop Units	Complex, modern system which calculates occupancy, CO2 density, temperature needs, return air quality and distiributes appropriate amounts of fresh air (OA)
Wynn	Unit Ventilators in each Classroom/Space	Draws 100% outside air, if NO heat is needed (fall/spring). During heating season, units modulate the amount of outside air which is then mixed through the hot water coil inside the unit and distributed into the classroom
Ryan	Unit Ventilators in each Classroom/Space	Draws 100% outside air, if NO heat is needed (fall/spring). During heating season, units modulate the amount of outside air which is then mixed through the hot water coil inside the unit and distributed into the classroom
Heath Brook	Rooftop Units (for original section of building)	Draws 100% outside air year round. If No heat is required, air is distributed directly to classrooms via floor vents. If heat is required, fresh air is heated, pumped under hallways to rooms then re-heated before distribution into classrooms
	Unit Ventilators (for Greenhouse rooms)	Draws 100% outside air, if NO heat is needed (fall/spring). During heating season, units modulate the amount of outside air which is then mixed through the hot water coil inside the unit and distributed into the classroom



HVAC

<u>School</u>	Fresh Air Source	Comments - How it works
Dewing	Unit Ventilators in each Classroom/Space	Draws 100% outside air, if NO heat is needed (fall/spring). During heating season, units modulate the amount of outside air which is then mixed through the hot water coil inside the unit and distributed into the classroom
North	Rooftop Units (for original section of building)	Draws 100% outside air year round. If No heat is required, air is distributed directly to classrooms via floor vents. If heat is required, fresh air is heated, pumped under hallways to rooms then re-heated before distribution into classrooms
Street Unit Ve	Unit Ventilators (for Greenhouse rooms)	Draws 100% outside air, if NO heat is needed (fall/spring). During heating season, units modulate the amount of outside air which is then mixed through the hot water coil inside the unit and distributed into the classroom
Trahan -	Rooftop Units (for original section of building)	Draws 100% outside air year round. If No heat is required, air is distributed directly to classrooms via floor vents. If heat is required, fresh air is heated, pumped under hallways to rooms then re-heated before distribution into classrooms
	Unit Ventilators (for Greenhouse rooms)	Draws 100% outside air, if NO heat is needed (fall/spring). During heating season, units modulate the amount of outside air which is then mixed through the hot water coil inside the unit and distributed into the classroom



Cleaning and Disinfecting Protocol

- Routine Cleaning
- Supplemental Cleaning
- Enhanced Cleaning
- Emergency Response cleaning
- Products EPA Registered, CDC Approved, Product Data Sheet
- Inspections Plumbing, HVAC, Pest Control



Reminder...Our Plan & the 3 Models

Supporting documents and references are located on the next 2 slides

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Appendix:

Other Guidance & Research Considered

CDC: Centers for Disease Controls and Prevention

- The Importance of Reopening America's Schools this Fall
- <u>Schools and Childcare Programs</u>
- FAQ for School Administrators on Reopening Schools
- Public Health Principles for School Reopening by Parabola Project

Tewksbury Teachers Association(TTA)

- TTA Shared: Revisiting the Science Behind COVID-19 Compilation & Research
- TTA Stance on 20-21 Reopening

TPS Survey Data and Shared Stakeholder Comments

- Parent Survey Results #2 (7/24/202)
- Parent Survey Results #1 (7/6/2020)
- Teacher Survey #1 & #2 (7/17/2020 & 7/30/2020)
- <u>Stakeholder Comments and Concerns Summary</u>



Thank You...Questions?

