

# 2020-2021 REOPENING UPDATE

SCHOOL COMMITTEE  
MEETING

**AUGUST 10, 2020**

PUBLIC SCHOOLS of  
**BROOKLINE**



Presentation can be accessed at  
[www.brookline.k12.ma.us/reopen](http://www.brookline.k12.ma.us/reopen)

# AGENDA

- ▶ Guiding Principles
- ▶ Health & Safety
- ▶ Recommendation
- ▶ Academics
- ▶ Social Emotional & Physical Wellness
- ▶ Next Steps/Questions

# GUIDING PRINCIPLES

- ▶ Prioritize the **health and safety** of PSB students, staff and families.
- ▶ Provide a **robust and seamless** academic experience and peer cohort for all students regardless of learning model
- ▶ Bring students back in-person as **public health and facilities establish safety**
  - ▶ Prioritize youngest and most vulnerable learners first
- ▶ **Simplify choices** that students and families need to make
- ▶ **Social emotional wellness** at the foundation of student success

# HEALTH & SAFETY

## Challenges:

- ▶ **Ensure all schools** are equipped with operable windows and appropriate HVAC and/or portable filtration systems
  - ▷ Likely October 2020 until all classrooms are updated
- ▶ **Physical distance requirements** limit the number of students/staff in each classroom
  - ▷ Additional staff, space, furniture needs
- ▶ **Uncertainty of outdoor space use**
  - ▷ Tent purchases, available locations
  - ▷ Change in instructional practice
- ▶ **Changing level of community spread**

# SUMMARY

- ▶ **BEEP** students and PSB **most vulnerable** students will begin the school year **in-person**
- ▶ The remainder of PSB students in Grades K-12 will begin the school year **fully remote**.
  - ▷ Fully remote students will be given **in-person opportunities** to connect with peers and PSB staff **outside** at their school buildings (“RemotePlus”)
  - ▷ Grades K-12 will phase into a hybrid learning model as health and safety benchmarks\* are met.
- ▶ School hours will **remain the same as Fall 2019-20**.

\*To be determined in consultation with Town Department of Health and Exper Panel 4

**RECOMMENDATION**

# RemotePlus

## Beginning September 16, 2020

1. Offer outstanding remote education as baseline experience
2. Phase into in-person (hybrid) for remaining K-12 students as deemed safe
3. Provide seamless academic experience and peer cohort regardless of health/safety needs throughout the year



## **MOST VULNERABLE (K-12)**

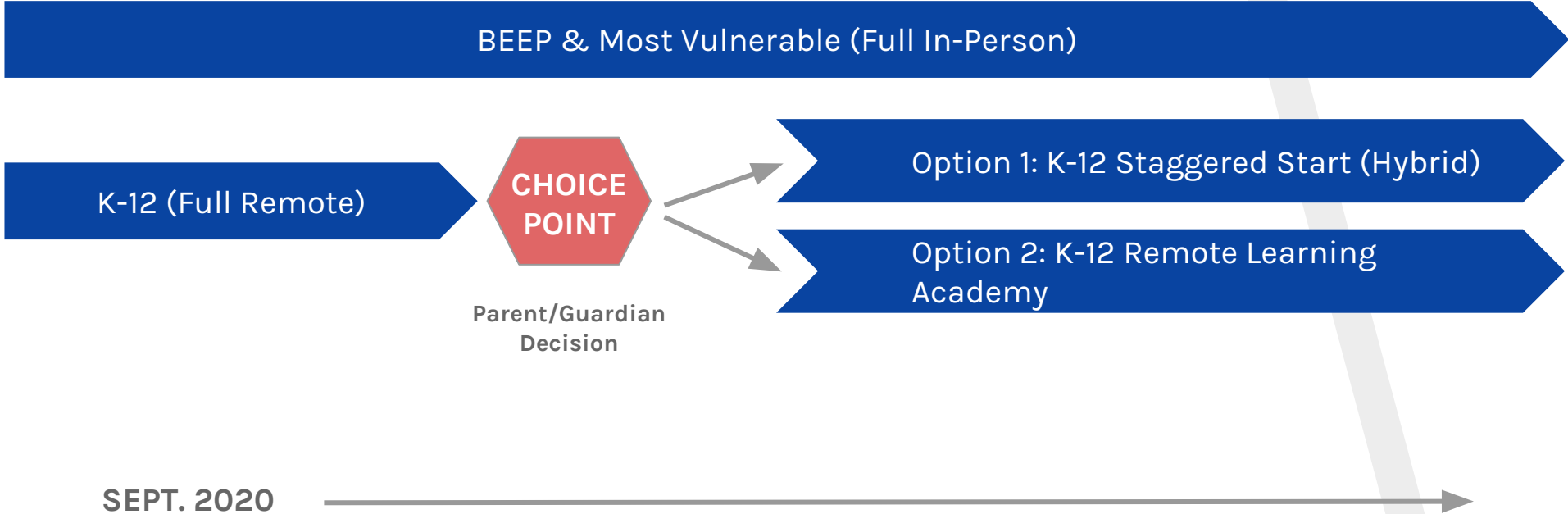
- ▶ Students with IEPs:
  - ▷ Designated as “high needs” on “Primary Disability/Level of Need PL3”
  - ▷ Cannot access due to disability related needs
- ▶ Students from low income households
- ▶ Students who are homeless, in foster or congregate care students
- ▶ Students who primarily use aided and augmentative communication
- ▶ Students identified as English Learners and have complex and significant needs

# RemotePlus

<i>Preparation</i>	<i>9/1</i>	<i>Staff report to school buildings to begin training and professional development</i>		
	<b>Date</b>	<b>In-Person</b>	<b>Hybrid</b>	<b>Remote</b>
Phase 1	9/16**	BEEP Most vulnerable K-12	N/A	All remaining K-12 students
Phase 2	TBD, Ongoing	BEEP Most vulnerable K-12	Grades K-12*	Remote Learning Academy

\*Students in Grades K-12 will enter the hybrid learning model, grade by grade, as health and safety benchmarks are met. Students in the youngest grade levels will be prioritized.  
 \*\*Tentative start date

# PSB Fall 2020 Learning Model Timeline



# WHY PHASE-IN?

- ▶ Knowledge that youngest students are less vulnerable to the virus and older students are more capable of learning in a remote environment.
- ▶ Minimize risk to our students, families, and staff by gradually increasing density in buildings while modifying classrooms to ensure proper air flow and ventilation.
- ▶ Ensure PSB has enough time for necessary training on safety protocols and instructional tools, as well as develop a hybrid learning model that is sustainable and effective.

# VENTILATION UPDATE

- ▶ Many PSB classrooms need modifications to air flow/filtration to meet health and safety benchmarks according to Dept. of Health and Expert Panel 4
- ▶ Poor ventilation in classrooms could be fixed through:
  - ▷ Window repair;
  - ▷ HVAC replacement; AND/OR
  - ▷ Portable HEPA filters
- ▶ PSB teams will:
  - ▷ Measure air flow changes in each classroom against max capacity
  - ▷ Update HVAC systems where applicable
  - ▷ Purchase and install HEPA portable filters where needed

Timeline: TBD based on analysis of classrooms and procurement

# PREPARATION

August - September 15

Students and Families	Staff
<ul style="list-style-type: none"><li>- Office of Teaching and Learning will begin supplying students who require technology support for remote learning with Chromebooks, internet access, and additional materials</li><li>- Special Education will begin outreach to families to coordinate IEP services and accommodations for students, as appropriate</li><li>- English Learner Education staff will finalize screenings and placements for students who qualify for English Learner services</li><li>- Food Service will begin providing students who qualify for Free and Reduced Lunches meals</li><li>- School Leaders will finalize classroom and cohort placements for Phase 1</li><li>- Students and families are provided training and video support for best practices in accessing email, Google Classrooms, and other instructional software</li><li>- PSB will send expectations/policy on remote learning</li></ul>	<ul style="list-style-type: none"><li>- Continued professional development offerings for school and district staff</li><li>- All School Building Staff will receive training in:<ul style="list-style-type: none"><li>- Health and Safety Protocols</li><li>- Building Protocols</li><li>- Remote Learning Tools</li></ul></li><li>- Operations staff will work with school staff to reconfigure classrooms and set up appropriate learning spaces</li><li>- Operations staff will continue air quality and ventilation inventory, maintenance and repair</li><li>- Curriculum Coordinators will work with school staff to refine expectations and curriculum for remote learning</li><li>- School Leaders will work with school staff to finalize daily and weekly schedules for remote learning</li></ul>

# PHASE 1

September 16 - TBD\*

*\*Date pending Approval from the Dept. of Health and review by members of Expert Panel 4*

Students	Staff
<ul style="list-style-type: none"><li>- BEEP students begin in-person learning five (5) days a week</li><li>- Most vulnerable students K-12 begin in-person learning five (5) days a week</li><li>- All students in K-12 begin receiving remote instruction at home<ul style="list-style-type: none"><li>- Students learning remotely will receive in-person opportunities at school <u>outside</u> as scheduled by individual schools</li></ul></li><li>- Students and families receive technical support for remote learning tools and instructional software.</li></ul>	<ul style="list-style-type: none"><li>- School and district staff begin in-person instruction for most vulnerable students</li><li>- School and district staff continue in-person instruction for BEEP students</li><li>- School and district staff begin remote instruction for K-12 students</li><li>- Related service providers will deliver services remotely from their offices or at students' homes</li></ul>

Regardless of phase, parents/guardians of students in Grades K-12 may choose to keep their child(ren) in a full remote learning environment.

# PHASE 2

TBD\*

*\*Date pending Approval from the Dept. of Public Health and review by members of Expert Panel 4*

## Students

- BEEP students continue in-person learning five (5) days a week
- Students in Grades K-12 begin phase in to a hybrid model by grade level
- Students in Grades K-12 enrolled in Remote Learning Academies will continue remote learning five (5) days a week
  - Students continue to receive in-person opportunities at school outside as scheduled by individual schools

## Staff

- School and district staff continue in-person instruction for BEEP and most vulnerable students
- School and district staff begin hybrid learning model at designated grade level(s)
- School and district staff continue remote instruction for all K-12 students not entering hybrid
- Related service providers continue to deliver services remotely from their offices or at students' homes
- Staff check in with families

Regardless of phase, parents/guardians of students in Grades K-12 may choose to keep their child(ren) in a full remote learning environment.



# ACADEMICS

**In-Person**

**Hybrid**

**Remote**

*Academic schedules and expectations  
remain the same regardless of learning  
model*

# SUMMER PREPARATIONS FOR 2020-21



## Professional Development Summer 2020

Made possible through a combination of PSB funding and a generous gift from the Brookline Education Foundation (BEF) and the Innovation Fund

Learning Management System (SeeSaw, Google Classroom, Canvas)

Seesaw, Google Classroom and Canvas for common learning experiences

Remote Learning pedagogical practices

- Executive Functioning skills
- Engagement strategies
- Assessment strategies

Strategies in a remote setting for EL and Special Ed

Adapting content and curriculum for a remote setting

Specialized reading program training for special education and reading instructors

**790  
participants\***

\*Does not include Unconference at BHS

Continued work with Expert Panel 3 will help to inform the next steps.

# SUMMER PREPARATION FOR 2020-2021

PK-12 Curriculum Coordinators have been working with their teacher teams to revise, adapt, and narrow the focus of curriculum to high leverage and enduring standards that prepare students for the next grade level.

## Example: Grade 5 Social Studies Summer Working Group

1. Revised Pacing Guide
2. Guidance for Remote Learning
3. Created new unit: Black Liberation Struggle | Civil War to Civil Rights | Topic 5
4. Determine materials for the upcoming Year (to send home)
5. Updating the curriculum resource folder - Online resource for all teachers

# District Goals for Students

<b>Goal 1:</b> <b><i>Every Student Achieving</i></b>	Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools, and programs.
<b>Goal 2:</b> <b><i>Every Student Invested in Learning</i></b>	Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.
<b>Goal 3:</b> <b><i>Every Student Prepared for Change and Challenge</i></b>	Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.

# CURRICULUM

Regardless of learning model, instruction will be driven **by the MA State Frameworks**. Curriculum will be tailored to focus on:

- ▶ **Social emotional** needs of students
  - ▷ Including **executive functioning** skills
- ▶ Standards that are **leveraged** in multiple content areas
- ▶ Standards that have **endurance** beyond a single year of learning
- ▶ Standards that provide **readiness** for the next level of learning

# WHAT SHOULD FAMILIES EXPECT?

- ▶ A typical school day driven by a schedule that will include core content, specials and breaks.
  - ▷ Whole group instruction
  - ▷ Small group instruction based on student needs
  - ▷ Independent work time
  - ▷ Breaks
  - ▷ Opportunities to connect with classmates and build community
- ▶ Attendance and participation is required
- ▶ Schedule remains the same whether remote or hybrid

# WHAT SHOULD FAMILIES EXPECT?

- ▶ Instruction during a school day will be aligned to the Brookline Curriculum
  - ▷ Synchronous and asynchronous lessons with additional independent components and support
  - ▷ Ongoing assessment of learning
  - ▷ Feedback (including grades) to students
  - ▷ Communication from teachers to students and families
- ▶ Use of common, user-friendly grade-level platforms to deliver learning activities accessible in any of the models

# SAMPLE K-5 SCHEDULE

## Remote or Hybrid

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Morning Meeting/Attendance				
8:20-9:20	<u>Math</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 45 mins				
9:20-9:35	Snack and Movement Break (Independent Offline)				
9:35-10:15	<u>Specialty (Art, Music, or PE)</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 25 mins				
10:15-11:15	<u>Reading</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 45 mins				
11:15-11:30	Movement Break (Independent Offline)				
11:30-12:00	<u>World Language</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins	<u>Writing</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins	<u>World Language</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins	<u>Writing</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins	<u>World Language</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 15 mins



# SAMPLE K-5 SCHEDULE (continued)

## Remote or Hybrid

	Monday	Tuesday	Wednesday	Thursday	Friday
12:00-12:45	Lunch and Recess (Offline)				
12:45-1:30	<u>Social Studies</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins	<u>Science</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins	<u>Writing</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins	<u>Word Study</u> - Mini-Lesson (Synchronous), 10 mins; Small Groups (Independent Learning), 10 mins	<u>Social Studies</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins
1:30-1:50	<u>Word Study</u> - Mini-Lesson (Synchronous), 10 mins; Small Groups (Independent Learning), 10 mins		<u>Social Studies</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins	<u>Science</u> - Mini-Lesson (Synchronous), 15 mins; Small Groups (Independent Learning), 30 mins	<b>Students dismissed at 1:30 on Fridays</b>
1:50-2:20	Science: Mini-Lesson (Synchronous)	Interventions (e.g. Challenge, EL Supports, IEP Service)			
2:20-2:30	Wrap-Up, if Needed				

# SAMPLE BHS SCHEDULE

Hybrid

DRAFT 2020-21 BHS WEEKLY SCHEDULE—VERSION 8A DRAFT

Monday	Tuesday	Wednesday	Thursday	Friday
8:20 920 A1	820 930 A2	800 1000 Collab/Team	830 930 A3	820 920 D3
925 1025 B1	935 1045 B2		935 1035 B3	925 1025 E3
1030 1100 T1	1050 1130 X	1005 1115 C2	1040 1140 C3	1030 1100 T2
Lunch	Lunch	Lunch	Lunch	lunch
1140 1240 C1	1230 130 F1	1215 125 E2	1225 135 D2	1150 1250 F3
1245 145 D1	135 235 G1	130 240 F2	140 250 G2	1255 155 G3
150 250 E1				200 245 X/SEL

Teacher would use 2 of the 3 weekly blocks in each class as instructional time, the 3<sup>rd</sup> class would be student support blocks.

# SAMPLE BHS SCHEDULE

Remote

**DRAFT** 2020-21 BHS WEEKLY SCHEDULE—VERSION 7B REMOTE **DRAFT**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A1 8:20 910	X/SEL 820 855	Collaboration time/ Professional Development 800 1000	A3 8:20 910	E3 8:20 910
A2 915 1005	D1 900 950		A4 915 1005	E4 915 1005
B1 1010 1100	D2 955 1045		X/SEL 1010 1045	F3 1010 1100
B2 1105 1155	E1 1050 1140	G1 1015 1100	B3 1050 1140	F4 1105 1155
Lunch	Lunch	G2 1105 1155	Lunch	Lunch
C1 1230 120	E2 1215 105	lunch	B4 1215 105	G3 1230 120
C2 125 215	F1 110 200	C3 100 1:50	D3 110 200	G4 125 215
T1 220 255	F2 205 255	C4 155 245	D4 205 255	SEL 220 255

Solid blocks: Instructional; Shaded blocks: Student support.

# ACADEMIC MODEL

High quality curriculum that easily spans in-person and remote settings

Benefits	To Implement Effectively
<ul style="list-style-type: none"><li>- Our students will receive high-quality, instruction for full day learning including significant synchronous learning opportunities.</li><li>- Our daily schedule provides necessary learning structures and routines.</li><li>- Our schedule is taught by current K-8 teachers with students as members of a cohort. This maintains long term school and community identity, and most importantly, a sense of belonging.</li><li>- Allows for schools and teachers to respond effectively to the changing conditions of education.</li></ul>	<ul style="list-style-type: none"><li>- Requires significant staff time and ongoing supports to adapt instructional materials.</li><li>- Will require clear role definition for all staff.</li><li>- Creation of an Academic Help Desk to provide just-in-time learning and family supports.</li><li>- Additional investments in department defined content platforms (Newsela, Raz Kids) and tools (Zoom, Padlet).</li><li>- Clarity in the MOU to ensure that all students have access to “live” teachers.</li></ul>

# REMOTE LEARNING ACADEMY

## K-12 Families who opt to keep their children in a remote setting:

- ▶ Students will be assigned a grade level teacher(s) before the Remote Learning Academy opens
- ▶ This model will use the same schedule, curriculum and experiences as the remote learning model
- ▶ Staffing of this model will be determined based on faculty who cannot come back into the building for health/safety reasons
  - ▷ Staff will work collaboratively with colleagues in their grade level/subject area teams to ensure consistency in material, content delivery, expectations of students, and grading
- ▶ Students enrolled in the Remote Learning Academy will be given opportunities to attend school in-person and outdoors with their peers

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# **SOCIAL EMOTIONAL & PHYSICAL WELLNESS**

# PHYSICAL WELLNESS

- ▶ Maximizing outdoor space
- ▶ Incorporate movement throughout the day when in-person and at home
- ▶ More specific and intentional physical education when students are remote
- ▶ In-person needs to shift away from team sports and shared equipment

# SOCIAL EMOTIONAL WELLNESS

- ▶ Time for relationship and community building prioritized
- ▶ Universal screener for PK-12
- ▶ Multi-Tiered Systems of Supports (MTSS)
- ▶ Encourage healthy habits
- ▶ Seek community supports
- ▶ Encourage positive use of technology
- ▶ Validate disappointment
- ▶ Help find ways to keep mind and body healthy



**STILL TO COME**

# NEXT STEPS

- ▶ Plan for classroom update with Facilities & Operations
- ▶ Continue Town discussions re: COVID-19 Testing
- ▶ Finalize school schedules
- ▶ Finalize logistics - staffing, space, tents, furniture
- ▶ Continue with curriculum and PD planning
- ▶ Set benchmarks with Brookline Dept. of Health
- ▶ Negotiations with BEU
- ▶ Work with Extended Day representatives
- ▶ School Committee vote: 8/12; DESE submission 8/14

**QUESTIONS?**