
2020 Fall Planning Updates

June 18, 2020

Planning Groups

- Multidisciplinary Group
- BHS Group
- BEU Group & Joint Labor Management Committee
- School Committee Advisory Panels

Must coordinate between all groups to ensure integrated work and decision making is clear.

Pending Guidance

- Week of June 15: Draft Fall Guidance [as of June 18, no guidance yet]
 - Expect more prescriptive and detailed, more rigorous approach to remote learning.
 - Expect hybrid options with direction for flexibility to shift along continuum
 - Expect further, refined guidance in July

Guided by Beliefs

- All students will have access to culturally responsive, grade level curriculum, so that they will have equitable outcomes.
- Monitoring student learning, providing consistent feedback, and adjusting instruction will allow students to engage successfully in grade level, Tier 1 curriculum.
- All students will achieve at high levels if they are provided with academic, social, emotional, and behavioral health supports and have strong relationships with the adults in their schools.

Guided by Beliefs

- Authentic curriculum will allow students to transfer skills and knowledge beyond the classroom.
- Student voice, reflection, and feedback will encourage students to be more engaged in their own learning process.
- Learning that is relevant to students' lives will nurture student identity leading them to be intrinsically motivated and see themselves as valued contributors to the global community.

Planning Group Priorities

- Health and Safety
- Equity, Access, Consistency
- Social and Emotional Learning
- Connection and Community
- Meaningful Learning

Parent/Guardian Voice

In May, PSB sent out a remote learning survey to all families in the district soliciting feedback on their child(ren)'s experiences with remote learning.

- 30% response rate across the district
- 77% of respondents indicated their child has some sort of structure or schedule to their school-day⁹
- 91% of respondents indicated their child can access the work being provided by their teachers
- 62% of respondents indicated students are completing at least 80% of work provided by their teachers
- 48% of respondents indicated teachers are “always” checking in with their child each week

Parent/Guardian Voice - Continued

- 63% of respondents indicated the amount of time per week their child spends interacting with their teacher(s) during whole class, small group, or individual meetings is “not enough”
- 51% of respondents indicated students spend an average of 8+ hours per week on work or other activities (outside of whole class, small group, or individual meetings) provided by teachers
- 50% of respondents indicated their child is able to manage the remote learning that is being provided “only with” or “with substantial” adult support
- For Special Education Students, 46% of respondents feel the activities their children are receiving are “somewhat” or “not at all” appropriate to meet IEP goals

Parent/Guardian Voice - What is working well?

The overarching sentiment is that teachers and Principals care a lot

They have done a nice job getting it all onto Google Classroom so that my [child] can access and submit more easily

Focus on overall mental health is key

Seesaw and individual feedback from teachers

Canvas system is working well

Getting the whole class together at once

Combination of structured weekly meetings and independent activities

Recorded lessons

**Sample of responses (with recurring themes) from question: What is working well with remote learning?*

Parent/Guardian Voice - What has been challenging?

Very hard to engage [elementary age] students in large group online setting

Not enough interaction with teacher in small groups

Wish we had more face to face class meetings

Minimal new learning

Not enough academic rigor or consistency across teachers

Requires a lot of adult supervision

Lack of student motivation

Not capturing [my child's] attention like in person does

Peer interactions are too minimal

**Sample of responses (with recurring themes) from question: What has been challenging with remote learning?*



Reopen Model: Hybrid

Overview of Hybrid Model for Fall 2020

School Schedule	New Procedures	Health Protocols	Classroom Configurations	Student Teacher Groupings
Consistent Scheduling	Arrival & Dismissal	Building Entry/ Exit	Per square footage	12 persons per room
Curriculum & Instruction	Breakfast & Lunch, Recess	Health clearance protocols	Specials locations	Sibling coordination
On-site/Remote	Hallway Movement	Sick and Well nursing clinics	Teacher movement	Special Needs
	Building Usage	Frequent and scheduled handwashing		

Subject to change based on updated health and safety regulations

School Schedule

- Consistent/predictable schedules for each day
 - In person and remotely
 - Specials
 - Special education and EL services
- Fully remote for specific populations
- Daily on-site for specific populations

Subject to change based on updated health and safety regulations

Curriculum and Instruction

- Modified curriculum
 - Endurance - skills and knowledge that are needed for life-long learning
 - Leverage - skills and knowledge that are foundational for other learning
 - Readiness for next grade level
- Information for families
 - What students will know and be able to do for each unit/lesson
 - How to use tech platforms
 - Drop in support for families
- District-wide common learning expectations by grade level
- Ongoing professional development

Social Emotional Learning (SEL)

- **Prepare to address mental health needs**
 - Anxiety
 - School Avoidance
 - Trauma
- **Inform approach to building SEL competencies**
- **BEEP-BHS**

Subject to change based on updated health and safety regulations

Social Emotional Learning (SEL)

Tools to assess status:

- **Family Needs Survey:** Understand how families are doing, what their children need, where to deliver immediate supports
- **Student Survey: 3rd-12th:** Understand how best to support learning, daily habits, social-emotional learning
- **Staff Survey:** Understand educator's personal and professional needs in new learning environment - across adult SEL, collaboration, student engagement, family communication.

Subject to change based on updated health and safety regulations

Social Emotional Learning (SEL)

Survey, Teach, Monitor, Repeat

- Group depending on need
- Targeted intervention
- Progress monitor

Subject to change based on updated health and safety regulations

Communication

We will send regular communications throughout the summer regarding remote learning.

- Timeline
- Initial communication of overview and procedures once approved
- Info on PSB Site and Town COVID site
- Need for Town Meeting Update

Draft Timeline

- June-July:
 - Schedule working time with multidisciplinary groups
 - Professional development and curriculum work
 - Refine Reopening Plan as DPH and DESE guidance come out
 - Develop field guide, educational materials for families, students, and staff
 - Complete orders for safety supplies and materials for opening
 - Continued collaboration & coordination with planning groups
- July-August:
 - Reassess as necessary

Next Steps

- Funding for summer work
- Clarity on funding sources due to COVID
 - State and federal sources
 - Potential additional town funding
- Agreements with union partners