

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Minutes

Special Meeting #323

Wednesday, August 5, 2020
7:00 PM

MEETING CONDUCTED REMOTELY, VIA GOOGLE MEET

Wachusett Regional School District Committee

Megan Weeks, Chair	Matthew Lavoie
Michael Dennis, Vice-chair	Linda Long-Bellil
Melissa Ayala	Benjamin Mitchel
Nicole Amos	Kenneth Mills
Krista Bennett	Karl Ottmar
Scott Brown	Deidre Shapiro
Maleah Gustafson	Asima Silva
Sherrie Haber	Christina Smith
Jeffrey Haynes	Kelly Williamson
Robert Imber	Linda Woodland
Laura Kirshenbaum (7:05 PM)	Adam Young

Committee Members Absent:

None

Administration Present:

Darryll McCall, Superintendent of Schools
Robert Berlo, Deputy Superintendent
Daniel Deedy, Director of Business and Finance
Jeff Carlson, Director of Human Resources
Brendan Keenan, Director of Social Emotional Learning
Barry Sclar, Supervisor of Information Technology
Christine Smith, Administrator of Special Education
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Kenichi Gomi Kathryn Mangus

Others:

Mary Lampron-Shepherd, WREA

I. Call to Order

Chair Weeks called the meeting to order at 7:01 PM. She announced the meeting was being broadcast live on HCTV Channel 194 and was also available for viewing on YouTube.

Chair Weeks gave an overview of how the special meeting would proceed, assuring members they would have the opportunity to address the Committee, ask questions, and share comments and concerns.

- II. Motion: To approve the WRSD 2020-2021 School Reopening Plan, and to authorize the Superintendent of Schools to submit said plan to the Massachusetts Department of Elementary and Secondary Education by the August 10, 2020 deadline.

Motion: To approve the WRSD 2020-2021 School Reopening Plan, and to authorize the Superintendent of Schools to submit said plan to the Massachusetts Department of Elementary and Secondary Education by the August 10, 2020 deadline.

Chair Weeks read the motion on the floor.

(R. Imber)

(S. Brown)

Chair Weeks invited Superintendent McCall to address the Committee. Superintendent McCall projected a presentation, speaking in detail to the information in the presentation (attachment 1).

7:05 Member Kirshenbaum joined the meeting.

At the conclusion of Superintendent McCall's overview of the three reopening models, he thanked the Committee and the public for the support shown the District and the schools since mid-March.

Chair Weeks opened the floor to questions from members.

Member Amos asked about homework and limiting school work to time during the "school day," especially at the elementary levels. Superintendent McCall assured Member Amos that administration has taken this concern into consideration. Deputy Superintendent Berlo spoke about time limits and limits on homework.

Member Ayala expressed her gratitude for comments from teachers and the public, and she also thanked District administration for their attention to addressing the reopening of schools. Deputy Superintendent Berlo spoke to the question about when a student may be able to access instruction, if unable to do so on a strict schedule in consideration of individual family's circumstances. Member Ayala mentioned a comment that was made about students' social emotional health being more important than contracting COVID, a viewpoint she cannot agree with.

Member Bennett asked about continuously assessing the different models, in anticipation of moving from one model to another (i.e. remote to hybrid). Superintendent McCall spoke to this question, reporting he will be meeting with representatives from the Member Towns Boards of Health, to insure a safe environment in the schools when students return in-person.

Member Brown voiced his opinion that remote, for the start of the school year, is the most viable option. Member Brown asked about the afternoon schedules when remote and those hours being limited to additional support, rather than direct instruction. Superintendent McCall

explained there will be time set aside for teachers to support students. Deputy Superintendent Berlo spoke about the afternoon schedule and how the afternoons might be and can be used to support and assist students. Member Brown asked Superintendent McCall to explain how he and District administration will monitor success and indicators. Superintendent McCall reported the state will be putting out an assessment tool with the request that students are assessed early in the school year to watch and monitor the needs of all students.

Member Dennis asked the Superintendent to give a report on best practices for remote learning and how these best practices will be implemented. Superintendent McCall spoke about some of the online tools that have been used and expanding the use of technology and these online tools. Deputy Superintendent Berlo spoke about the importance of students getting focused and meaningful feedback from their teachers. Member Dennis asked if there is a timeline for students returning to in-person instruction, and what are the criteria that will be used to bring students back into the schools. Superintendent McCall explained those students with high needs will be the first students to be brought back into schools, keeping health and safety as the top priorities. Superintendent McCall again mentioned the importance of the District working with the Boards of Health when moving from remote to hybrid. Deputy Superintendent Berlo stated that the District/schools will not be ready for students to re-enter school, in-person, for September 16th. Vice-chair Dennis again asked what criteria will be used to determine it is safe for students to return to school.

Member Gustafson has questions about the budgetary impact of the various models and she does not believe she has enough information to consider budgetary and policy questions. She then spoke about the state sponsored platform, details of which have been recently released, and how the costs associated with use of this will be addressed. Member Gustafson's second question has to do with special education students and how their return to the classrooms will be implemented. She asked why a space/school cannot be designated to bring these students back to school as soon as possible. Administrator of Special Education Smith spoke to Member Gustafson's question about bringing the special education students back, explaining the importance of following DESE guidelines and the need to follow these guidelines when implementing services for this group of students. Administrator Smith also spoke about special education instruction/services and how they are individualized from student to student. Member Gustafson spoke on behalf of parents who have voiced they may be looking out of the District to educate their children, because they do not feel the District can educate their children under the current circumstances.

Member Haber would like to see a reevaluation date to look at remote and consider transitioning to hybrid, if and when possible. Member Haber asked if teachers would be working from their classrooms, which Superintendent McCall confirmed would be an option. Member Haber has concerns about the afternoon schedule being for support rather than instruction, because students need structure and having the two and a half hours in the afternoon for support could be problematic. Member Haber had questions about the remote model budget. Deputy Superintendent Berlo referred her to Director Deedy's document that was shared with the full School Committee and was presented at the Business/Finance Subcommittee.

Member Haynes commented that the better equipped the faculty is, the better they will be able to work remotely with students. He asked about professional development for teachers, which

Superintendent McCall addressed. Member Haynes spoke about Chapter 70 and an increase for FY21, and he asked if these additional funds could be used to bring back those teachers who received pink slips in June. At Superintendent McCall's request, Director Deedy spoke about Chapter 70 funds and the fact that the state is currently budgeting to October, rather than for the full year.

Member Imber thanked Superintendent McCall and District administration for work done to date. Member Imber wants to see more details and specific criteria about bringing students back to school. A clearer plan is needed and he requested this plan be provided to the Committee in the next week or two.

Member Kirshenbaum understands costs and safety are the two factors that resulted in the administration bringing forward the recommendation to go with the remote model. She asked what metrics are going to be used to know when and how students can be brought back to school in a safe manner. Member Kirshenbaum asked about staff members who might not be able to reenter school the coming school year, and she suggested pairing students who will be remote with teachers who will not be returning to school and can teach remotely for the school year. Superintendent McCall spoke about the first quarter as remote, and reassessing at that point.

Member Lavoie thanked administration for the work done to date. He had questions about getting the schools ready for students returning to school, special education students who might be the first to return to in-person schooling. Member Lavoie spoke about access to technology, which is important to successful remote learning. He also spoke about transportation and the results of the transportation survey, which he had questions about. Member Lavoie asked what markers the Boards of Health will be using to help determine when students can be returning to school.

Member Long-Bellil asked for clarification about what is needed to make the schools physically ready for reopening. Deputy Superintendent Berlo spoke to this questions, starting with how the school offices need to be modified, how the Food Service Department will operate, custodial training, socially distancing classroom rooms and desks, etc. Member Long-Bellil asked if consideration has been given to those students/families who might need to look at out-of-District placements because the District cannot meet these special education students' needs. Superintendent McCall explained there is a contingency set aside to address unanticipated out-of-District placements. At Member Long-Bellil's inquiry, Superintendent McCall spoke about furloughing of staff, if that becomes a necessity.

Member Mills echoed Member Lavoie comments, specifically speaking about readying a school(s) for special education programs. Member Mills spoke about the motion on the floor, and offering an amendment.

Motion to amend: For the School Committee to recommend a remote model for most students for the first quarter, with in-person learning for high needs students where safe and effective, and to call for the Superintendent to provide a more substantive plan for School Committee approval before the DESE deadline.

(K. Mills)

(S. Haber)

Member Mills spoke to his motion. Members were given the opportunity to ask questions about the motion to amend. Chair Weeks explained discussion now is on the amendment on the floor.

At Member Silva's inquiry, Administrator of Special Education Smith explained "high needs."

8:55 PM Member Mitchel left the meeting.

Member Dennis spoke about the motion and the need for a substantive plan of action is extremely important.

Member Young spoke about the original motion and the amendment to the motion, noting he has not seen a plan of substance to vote on.

Some additional discussion took place.

Chair Weeks re-read the motion to amend.

Roll call vote on motion to amend:

In favor:

Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Deidre Shapiro
Asima Silva
Christina Smith
Linda Woodland
Adam Young

Opposed:

Karl Ottmar
Kelly Williamson

Abstained:

Megan Weeks

The motion passed 18-2-1

Chair Weeks opened the floor to additional discussion.

Member Ottmar stressed the importance of a robust remote learning plan.

Member Shapiro had questions about the afternoon sessions for students, specifically elementary students. Member Shapiro asked that when the announcement is made about transitioning from remote to hybrid sufficient time be given to help parents and students prepare for the transition.

Member Smith spoke about the arts and extracurricular activities, the wellbeing of students and the importance of building communities for students and families.

Member Williamson would appreciate seeing more detail around special education planning and getting these students into schools. Member Williamson had questions about technology support for students and parents, which Supervisor of Information Services Sclar spoke to.

9:50 Member Mitchel returned to the meeting.

Member Woodland had questions and concerns about engaging the youngest students in remote and online instruction, noting this population is the most difficult to engage online. She asked how families with multiple age children are going to handle assisting their various aged children. Lastly she mentioned that in the spring there were some classes that were only Lexia or IXL, and asked if this will be the case in the coming school year. Deputy Superintendent Berlo spoke about SeeSaw, a platform the District is looking to implement, as well as other programs the District is looking into.

Member Young commented that the justification of the remote model was provided to the Committee members, but an actual remote plan was not provided to the School Committee for consideration to vote on. Member Young had some questions about technology, cameras, and bandwidth, which Supervisor Sclar spoke to.

Motion: To extend the meeting until 10:30 PM.

(M. Lavoie)
(M. Gustafson)

Roll call vote:

In favor:

Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber

Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

Abstained:

Megan Weeks
Karl Ottmar

The motion passed 20-0-2

Chair Weeks invited the Student Representatives to address the Committee. Student Representative Mangus asked if students would be able to meet their teachers, in person, before the start of the school year. This might be possible during the ten days before school begins for students. She asked what the absence policy be during remote. Superintendent McCall explained the state will be requiring students “attend” school and attendance will be taken. Her other questions were about how tactile classes be conducted, in labs for example, will be conducted and early warning tests and how will this work. Superintendent McCall said that DESE will be sending out additional direction and guidelines to superintendents, which should address some of these questions. Student Representative Gomi had a question about the shortened time shown on the proposed schedules and how teaching and learning will fit into the shorter classes.

Member Kirshenbaum spoke about time-on-learning and the importance of clearly articulating to parents and students the expectations during remote learning.

Member Haber asked about purchasing touch screen devices for the younger students.

Member Gustafson asked about “high needs students” in the motion on the floor. Deputy Superintendent Berlo explained high needs includes ELL students, students from low income families, as well as students on IEPs and 504s. Superintendent McCall explained high needs is a term used by DESE.

Motion: To move the question.

(M. Lavoie)
(B. Mitchel)

Chair Weeks explained this motion is not debatable.

Roll call vote:

In favor:

Scott Brown
Jeffrey Haynes
Laura Kirshenbaum
Matthew Lavoie
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Asima Silva
Linda Woodland

Opposed:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala
Maleah Gustafson
Sherri Haber
Robert Imber
Linda Long-Bellil
Deidre Shapiro
Christina Smith
Kelly Williamson
Adam Young

Abstained:

Krista Bennett

The motion failed 9-12-1.

Chair Weeks re-read the motion on the floor. Discussion continued

Member Smith asked the timeline for reporting the decision of the School Committee to DESE, which is August 10, 2020, the date of the regular meeting of the School Committee.

Member Mills asked the Committee be kept informed if administration hears back from DESE about what was submitted on July 30th and about testing.

Member Smith asked why the Committee would vote on the motion on the floor at this meeting, rather than waiting until Monday's meeting to vote on the plan Wachusett will submit to DESE.

Member Imber asked if more granular information about staffing, financial impact, etc. will be available for the Committee before voting on the reopening plan.

Member Dennis stated the Committee is requesting additional information before voting on a reopening plan.

Member Mitchel explained the DESE requirement is to submit a plan about how schools will reopen in the fall; and what model the District and School Committee are supporting.

Chair Weeks re-read the amended motion.

Motion: For the School Committee to recommend a remote model for most students for the first quarter, with in-person learning for high needs students where safe and effective, and to call for the Superintendent to provide a more substantive plan for School Committee approval before the DESE deadline.

(K. Mills)

(S. Haber)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion passed unanimously

III. Adjournment

Motion: To adjourn.

(K. Mills)

(S. Haber)

Roll call vote:

In favor:

Megan Weeks
Michael Dennis
Nicole Amos
Melissa Ayala
Krista Bennett
Scott Brown
Maleah Gustafson
Sherri Haber
Jeffrey Haynes
Robert Imber
Laura Kirshenbaum
Matthew Lavoie
Linda Long-Bellil
Kenneth Mills
Benjamin Mitchel
Karl Ottmar
Deidre Shapiro
Asima Silva
Christina Smith
Kelly Williamson
Linda Woodland
Adam Young

Opposed:

None

The motion was unanimously approved.

The meeting adjourned at 10:28 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Reopening Plan Overview School Year 2020-2021

Wachusett Regional School District

**Reopening Plan Overview
School Year 2020-2021**

Overview

1. Building Capacity – *Schools*
2. Transportation Capacity – *Buses*
3. Models for Learning – *Hybrid & Remote*
4. Goals and Recommendations

1. Building Capacity

Building Capacity

- There are currently no schools in the District that could open at full capacity with 6 ft social distancing
- Schools could open with 3 ft social distancing but at a cost due to the rental of portable classrooms
 - 18 Portable classrooms: \$8,640,000 (\$48,000 per month per classroom)
 - Without additional rooms, all potential learning spaces in buildings would be needed

2. Transportation Capacity

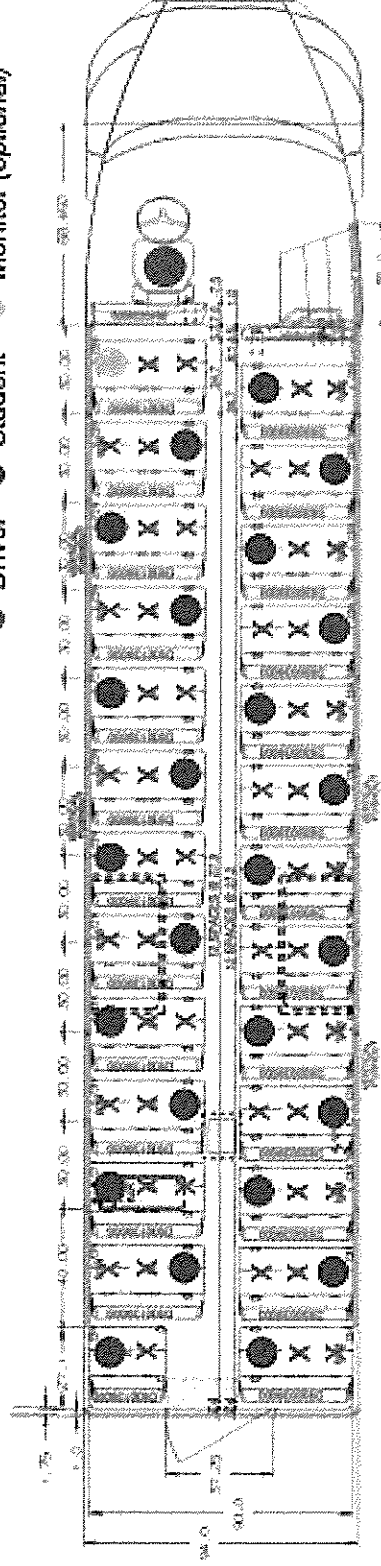
Transportation Capacity

- The WRSD is responsible for the transportation of almost 6,700 students
- The current bus fleet includes 49 buses - 45 of which hold 77 students and 4 of which hold 83
- Over half of families surveyed said they would require transportation for their student/s

Transportation Capacity

Busing capacity based upon 1 student per seat

● Driver ● Student ● Monitor (optional)



Transportation Capacity

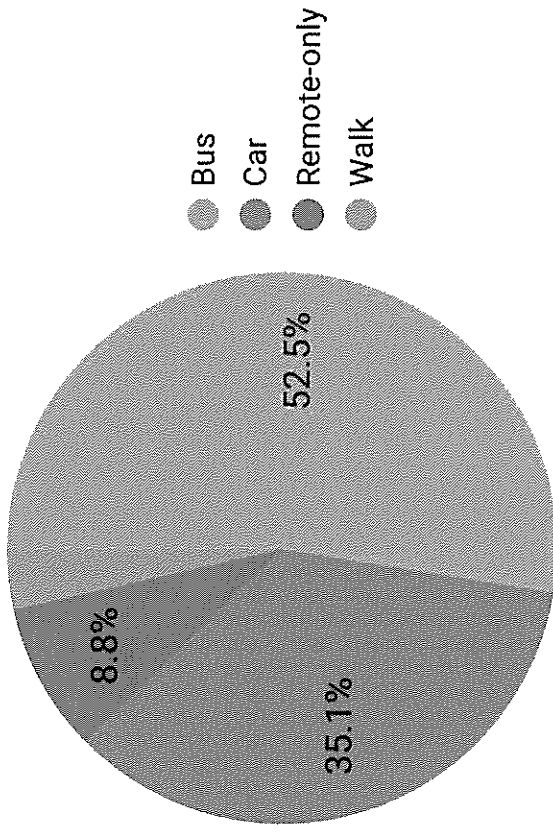
- To provide ample space for students who decide to ride the bus at a later time, 4 seats would be reserved
- This limits the total number of students able to be transported by bus to 21 for 77 passenger buses or 23 for our four 83 passenger buses
- If running three tiers of busing per day, we could transport only 3,111 students, which is less than the anticipated ridership this fall

Transportation Capacity

Survey Results: Overall

Transportation Survey
Based on Hybrid Learning

Overall responses project
52.4% bus ridership
district-wide.

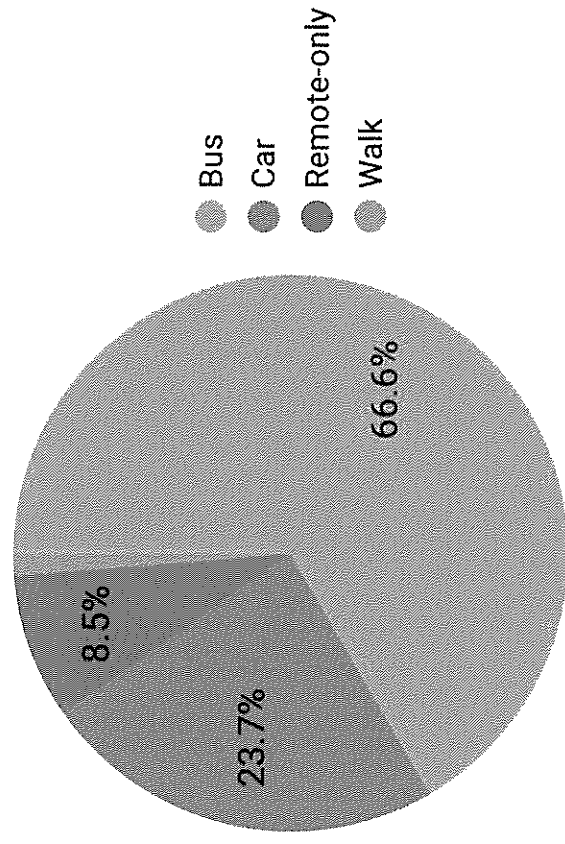


Transportation Capacity

Survey Results:
Central Tree

Transportation Survey
Based on Hybrid Learning

Responses project 66.6%
bus ridership for Central
Tree Middle School.

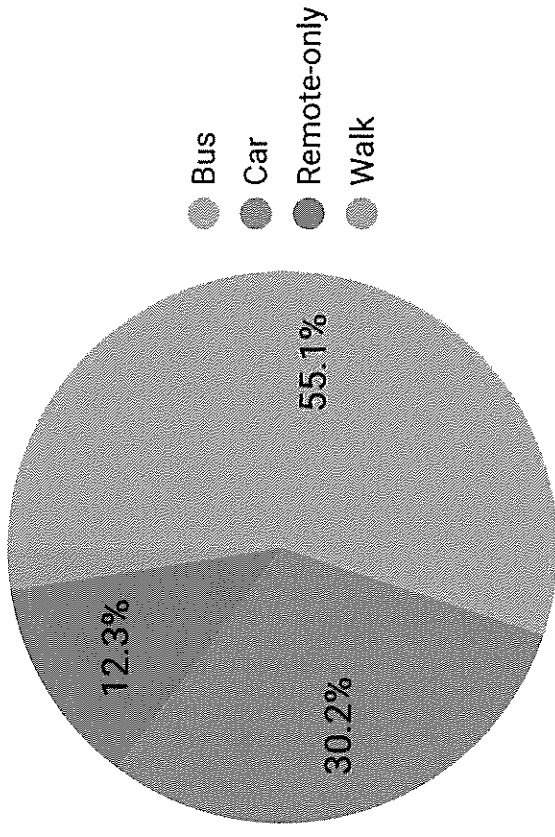


Transportation Capacity

Survey Results: Chocksett

Transportation Survey
Based on Hybrid Learning

Responses project 55.1%
bus ridership for Chocksett
Middle School.

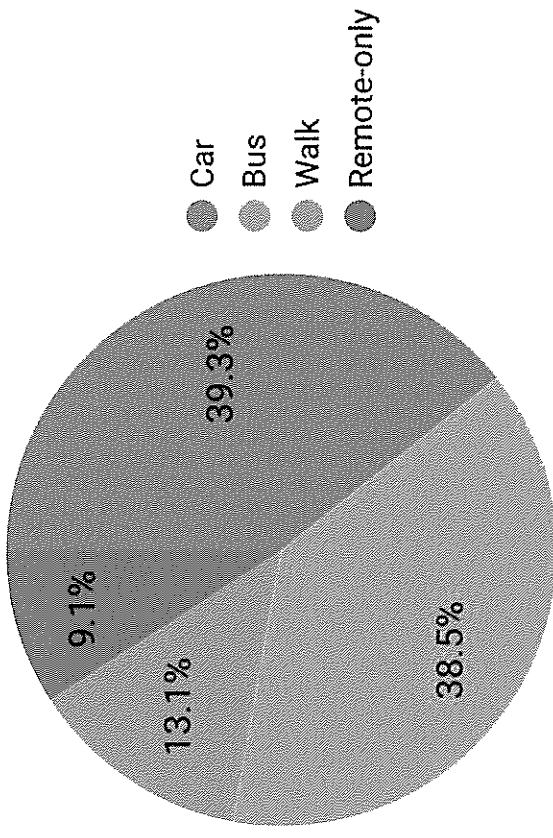


Transportation Capacity

Survey Results:
Davis Hill

Transportation Survey
Based on Hybrid Learning

Responses project 38.5%
bus ridership for Davis Hill
Elementary School.

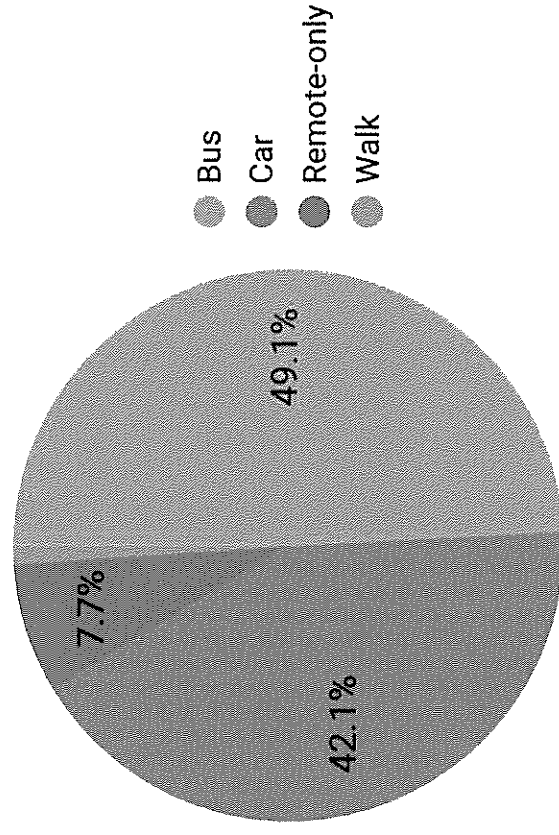


Transportation Capacity

Survey Results: Dawson

Transportation Survey
Based on Hybrid Learning

Responses project 49.1%
bus ridership for Dawson
Elementary School.

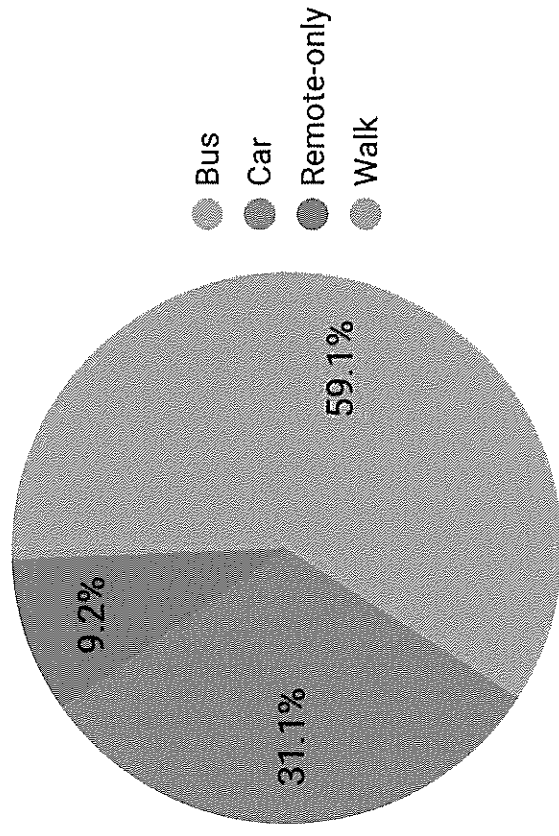


Transportation Capacity

Survey Results:
Glenwood

Transportation Survey
Based on Hybrid Learning

Responses project 59.1%
bus ridership for Glenwood
Elementary School.

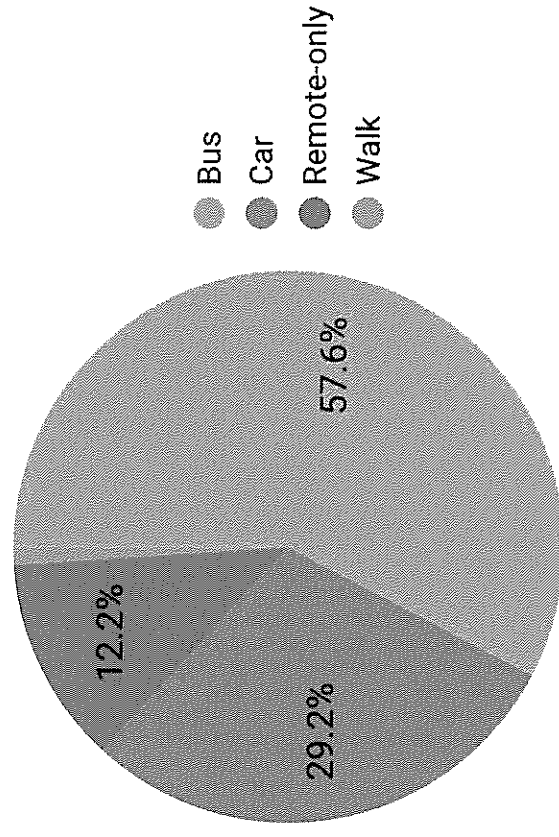


Transportation Capacity

Survey Results:
Houghton

Transportation Survey
Based on Hybrid Learning

Responses project 57.6%
bus ridership for Houghton
Elementary School.

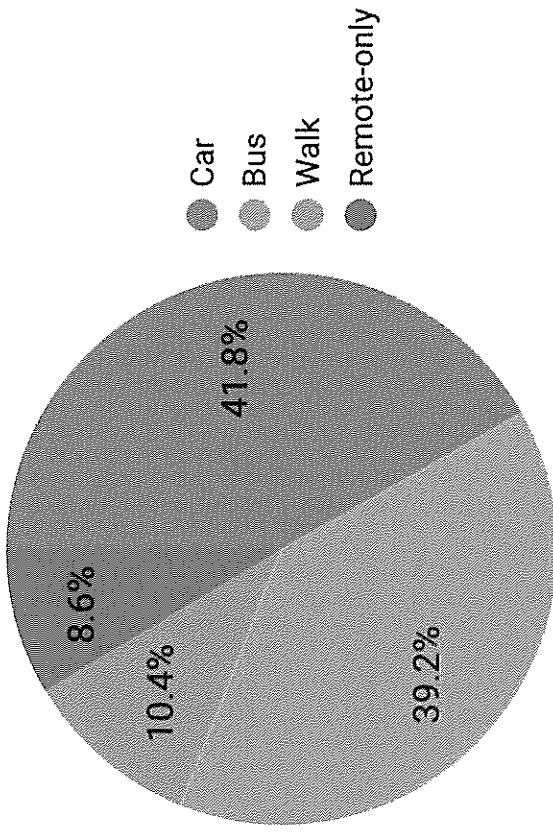


Transportation Capacity

Survey Results:
Mayo

Transportation Survey
Based on Hybrid Learning

Responses project 39.2%
bus ridership for Mayo
Elementary School.

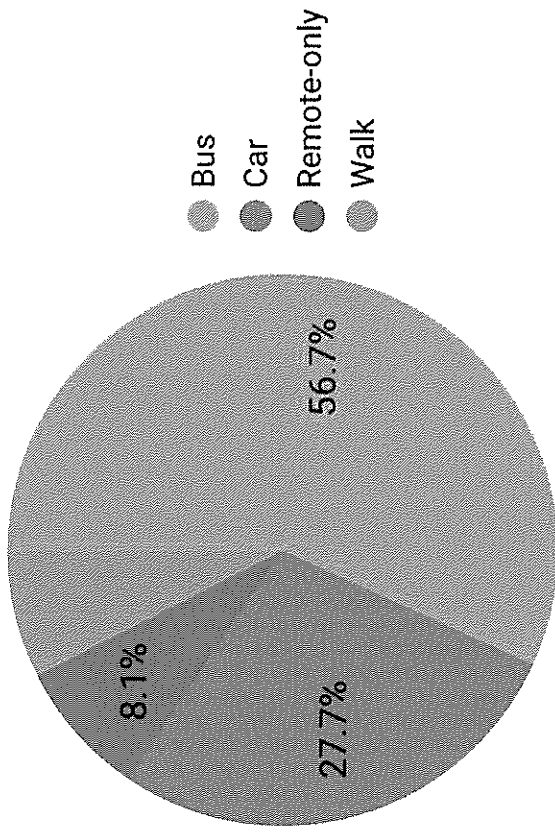


Transportation Capacity

Survey Results:
Mountview

Transportation Survey
Based on Hybrid Learning

Responses project 56.7%
bus ridership for
Mountview Middle School.

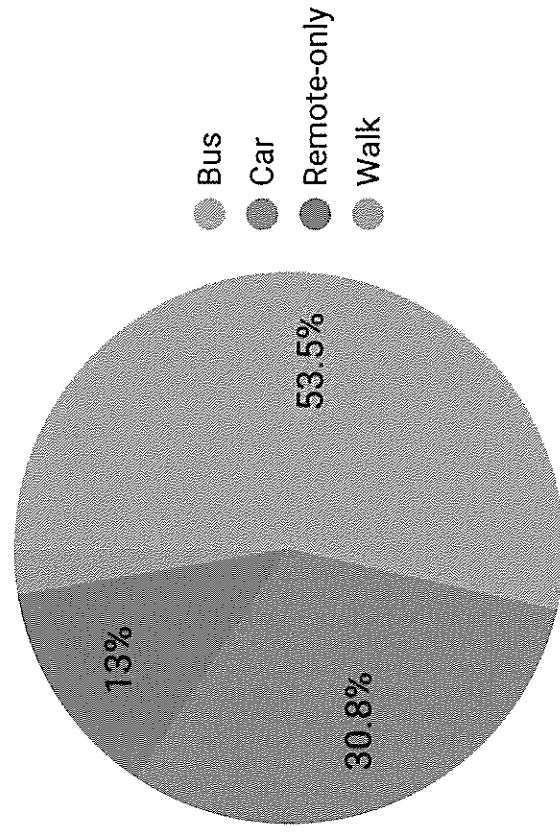


Transportation Capacity

Survey Results: Naquag

Transportation Survey
Based on Hybrid Learning

Responses project 53.5%
bus ridership for Naquag
Elementary School.

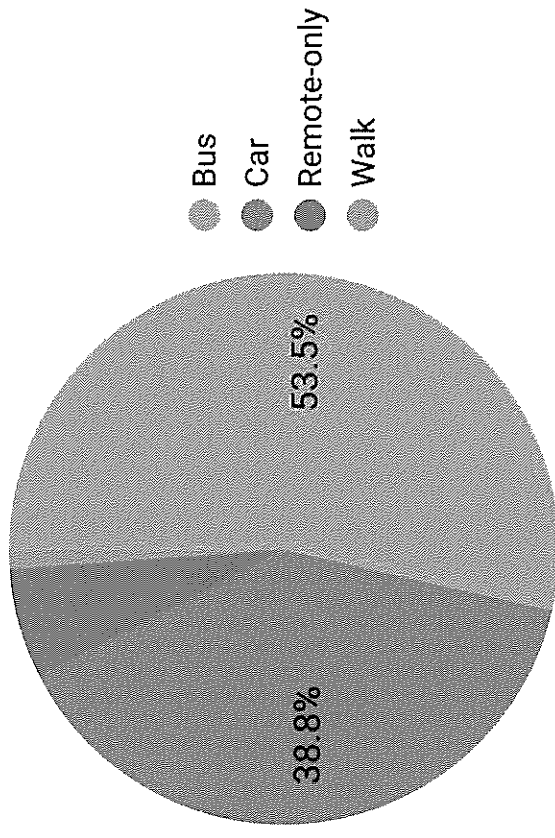


Transportation Capacity

Survey Results: Paxton

Transportation Survey
Based on Hybrid Learning

Responses project 53.5%
bus ridership for Paxton
Center School.

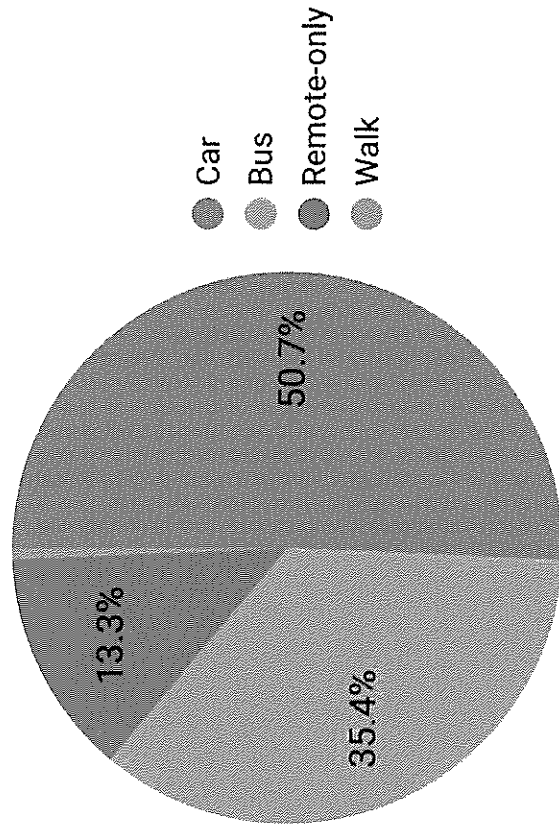


Transportation Capacity

Survey Results:
Thomas Prince

Transportation Survey
Based on Hybrid Learning

Responses project 34.5%
bus ridership for Thomas
Prince School.

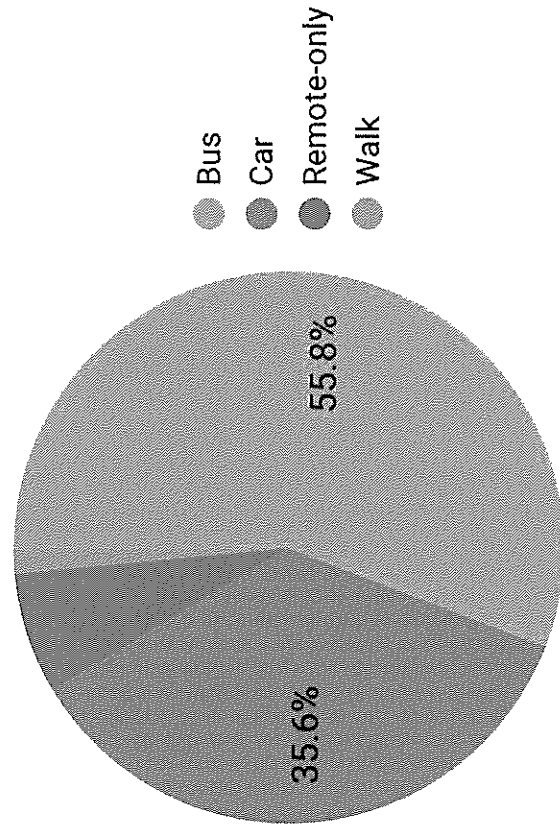


Transportation Capacity

Survey Results:
WRHS

Transportation Survey
Based on Hybrid Learning

Responses project 55.8%
bus ridership for WRHS



3. Learning Models

Model 1: In-Person

- A this time we are not able to support a full, in-person model due to associated costs
- Would require an additional 48 busses in order to safely transport students to school while maintaining social distancing
- Would require 16-20 additional classroom spaces, such as portable classrooms
- Would require additional nursing, custodial and cafeteria support
- Would require substantial amounts of personal protective equipment

Model 1: In-Person

- Building costs associated with full in-person learning

Item	Financial Implications
18 Portable Classrooms (\$48,000 per month per classroom)	(\$8,640,000)
Chromebooks and Mobile Hotspots	(\$104,200)
Software and Apps	(\$221,436)
Remote Technology Essentials Grant	\$146,003
ESSER Grant	\$89,240
Total	(\$8,730,393)

Model 1: In-Person

- Transportation costs associated with full in-person learning

Item	Financial Implications
Transportation Savings (Shortening the year to 170 days)	\$271,366
Adding 48 buses	(\$4,058,035)
Adding 97 Bus Monitors	(\$2,100,000)
Additional Bus Cleaning Costs	(\$247,000)
Additional cost for PPE	(\$75,000)
Total	(\$6,208,669)

Model 2: Hybrid

- Students are assigned to one of two cohorts
- Each cohort would attend 2 days of in-person school each week
- Hybrid includes both *synchronous* and *asynchronous* learning
- Only half the number of students would participate in person
- Some students requiring more support would be provided additional in-person learning

Hybrid & Remote Learning Models by Level

	Elementary (K-5)	Middle (6-8)	High (9-12)
Hybrid Mode	<p>$\frac{1}{2}$ Time In - Person, $\frac{1}{2}$ Time Remote</p> <ul style="list-style-type: none"> • 8 -14 students/ cohort in person each day • 3' minimum distancing • Compromise between in - person and remote learning • When learning remotely, students will work both independently and with support 	<p>$\frac{1}{2}$ Time In - Person, $\frac{1}{2}$ Time Remote</p> <ul style="list-style-type: none"> • 11 - 15 students/ cohort in person each day • 3' minimum distancing • Compromise between in - person and remote learning • When learning remotely, students work independently and with support 	<p>$\frac{1}{2}$ Time In - Person, $\frac{1}{2}$ Time Remote</p> <ul style="list-style-type: none"> • 11 - 15 students/ cohort in person each day • 3' minimum distancing • Compromise between in - person and remote learning • When learning remotely, students work independently and with support
Full Remote Mode			

Hybrid & Remote Learning Models by Level

	Elementary (K-5)	Middle (6-8)	High (9-12)
Hybrid Mode	<p>$\frac{1}{2}$ Time In - Person, $\frac{1}{2}$ Time Remote</p> <ul style="list-style-type: none"> • 8 -14 students/ cohort in person each day • 3' minimum distancing • Compromise between in-person and remote learning • When learning remotely, students will work both independently and with support 	<p>$\frac{1}{2}$ Time In - Person, $\frac{1}{2}$ Time Remote</p> <ul style="list-style-type: none"> • 11 - 15 students/ cohort in person each day • 3' minimum distancing • Compromise between in-person and remote learning • When learning remotely, students work independently and with support 	<p>$\frac{1}{2}$ Time In - Person, $\frac{1}{2}$ Time Remote</p> <ul style="list-style-type: none"> • 11 - 15 students/ cohort in person each day • 3' minimum distancing • Compromise between in-person and remote learning • When learning remotely, students work independently and with support
Full Remote Mode	<p>All Students Fully Remote</p> <ul style="list-style-type: none"> • All classes taught remotely by in-person staff • Utilize synchronous and asynchronous learning • Online learning to include support programs such as Lexia and StarMath • Improved ability to maintain health and safety measures 	<p>All Students Fully Remote</p> <ul style="list-style-type: none"> • All classes taught remotely by in-person staff • Utilize synchronous and asynchronous learning • Online learning to include support programs such as Actively Learn, Sora and more. • Improved ability to maintain health and safety measures 	<p>All Students Fully Remote</p> <ul style="list-style-type: none"> • All classes taught remotely by in-person staff • Utilize synchronous and asynchronous learning • Online learning to include support programs such as Actively Learn, Sora, and more. • Improved ability to maintain health and safety measures

Cohort Model

	Monday	Tuesday	Wednesday*	Thursday	Friday
Cohort A	In - Person	In - Person	Combined, shortened remote teacher-directed instruction (Early release for K-12 educator collaboration)	Remote (Students work on assignments independently) K-5 have support from staff	Remote (Students work on assignments independently) K-5 have support from staff
Cohort B	Remote (Students work on assignments independently) K-5 to have support from staff	Remote (Students work on assignments independently) K-5 to have support from staff		In - Person	In - Person
* Holiday weeks: In the event there is no school on a day during a given week due a holiday, the Wednesday schedule will be dropped in favor of replacing any lost in-person day. For example, if Monday were a holiday, the Wednesday schedule for that week would become an in-person day.					

Model 2: Hybrid

- Provides students with opportunities to receive in-person instruction and support
- Ease of transition from remote to hybrid model
- Requires the repurposing of rooms, libraries, gymnasiums, and other spaces to allow for safe, socially distanced instruction to occur
- Existing bus fleet may not meet the transportation requirements
- At this time, we can not support a hybrid model

Model 3: Remote

- This model is based upon a majority of students receiving remote learning
- This model would begin at the start of the school year
- Remote will include synchronous and asynchronous learning
- We would work to provide our most vulnerable students with in-person learning opportunities

Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00-9:55	1	4	7	3	6
10:00-10:55	2	5	1	4	7
11:00-11:55	3	6	2	5	Independent/ SEL/Guidance
11:55-12:25	Lunch	Lunch		Lunch	Lunch
12:30-3:00	Online help and support	Online help and support	Staff PD and Planning	Online help and support	Online help and support

Model 3: Remote

At this time, the remote model makes the most sense for our district based on our cost analysis, but more importantly, based on what we strongly believe is the safest option for our students, families, and staff.

4. Goals and Recommendations

Goals and Recommendations

- Continuously assess which learning model best serves our students, families, and staff throughout the year as conditions change
- Implement the Remote Model to begin the school year
- Move to the Hybrid Model as soon as safely possible giving all students the opportunity to participate in some form of in-person learning this year

Modified School Calendar

- First Day for Staff: Monday, August 31
- First Day of School: Wednesday, September 16
- Quarter 1: September 16 – November 17 (42 days)
- Quarter 2: November 18 – January 29 (42 days)
- Quarter 3: February 1 – April 7 (43 days)
- Quarter 4: April 8 – June 16 (43 days)
- 170th Day: June 16
- 175th Day: June 23

Information for Families

- Schedules, teacher assignments, and other important information will be communicated to families prior to the start of the school year
- School administrators and other staff will be available to assist with questions and concerns
- Students will be assigned to cohorts, taking into account bus routes and sibling continuity
- Academic and social emotional support services will be provided to students

Important factors to consider:

- The current status of the COVID-19 Pandemic in Massachusetts (438 new cases on 8/4)
- Modifications to guidance by Massachusetts Department of Education and State & Local Public Health Boards.
- Collective bargaining agreements with local unions
- State and federal funding for support of educational services

Thank you for your support

**Reopening Plan Overview
School Year 2020–2021**