Chelmsford School Department
School Committee
Notice of Public Meeting

Email Posting to townclerk@townofchelmsford.us Thank you.

As required by G.L. c. 30 A, §18-25

DATE: **Monday August 10, 2020** *TIME:* **6:00 p.m.** *ROOM:* **Conf. Room 1**

PLACE: **CPS Central Administration Office** *ADDRESS:* **230 North Road**

The Chelmsford School Committee intends to conduct an in-person meeting on the date and time specified, however all public participation will take place remotely, not in-person. The meeting is not open to the public for in-person participation. The meeting will be live-streamed by Chelmsford Telemedia for interested community members to access and watch. Interested community members may e-mail Superintendent of Schools, Dr. Jay Lang, at langj@chelmsford.k12.ma.us prior to 5:00 p.m. on Monday August 10, 2020 to be recognized to provide remote public input under the public participation portion(s) of the agenda via a GoToMeeting link that will be provided.

CALL TO ORDER

CHAIR OPENING STATEMENT

CHS STUDENT REPRESENTATIVE ANNOUNCEMENTS

GOOD NEWS

PUBLIC COMMENTS:
The School Committee will hear from members of the public on items listed under New Business on the posted agenda.

NEW BUSINESS

1. Return-to-School Planning Update

    a. Review of CPS Learning Plans (In-Person, Hybrid and Remote Learning Options)

    b. CPS Learning Plan Adoption

2. Executive Session: M.G.L. Ch. 30A, Section 21(a)(3) - The Chelmsford School Committee provides public notice of its intent to convene in executive session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares.

PUBLIC COMMENTS: The School Committee will hear from members of the public on general matters of education interest.

ADJOURNMENT

CHELMSFORD PUBLIC SCHOOLS

Jay Lang, Ed.D., Superintendent

<u>Memorandum</u>

To: Members of the School Committee

From: Jay Lang, Ed.D., Superintendent of Schools

Date: August 10, 2020

Re: Return to School Planning Update

On Thursday August 7, 2020, I sent the first district-level communication, a copy of which is attached, to parents providing context for the reopening of the Chelmsford Public Schools (CPS) for the 2020/21 school year. I further updated parents that reopening with full in-person instruction was off the table and under either remaining learning model (hybrid or remote) implemented, school would not begin for students prior to Labor Day for their planning purposes.

We have received a very strong response to the survey to obtain parent's perspective on which learning model would best suit their child and which learning model they would like to see the school committee implement for the 2020/21 school year. I asked parents, given the information provided on the learning models (hybrid and remote) that remain under consideration by the school committee, and with the understanding that CPS will be adhering to all of the recommended guidelines for the safe reopening of schools, to please take a moment to answer a few questions that best describe their current feeling/thinking with regard to the learning model that will be best, and they are most comfortable with, for their child for the start of the 2020/21 school year. I will update the attached PowerPoint presentation prior to Monday's school committee meeting, however the overall percentages are holding firm given the number of responses we have received. Below are the highlights as of this afternoon, Monday August 10, 2020 at 3:30 p.m.:

Total Responses (each representing an individual student): 4,028

- 64.6% of students (2,601) would opt for the Hybrid Learning Model (partial in-person / partial remote instruction) if made available to them.

- 33.1% of students (1,335) would opt to participate remotely (no in-person instruction) if the Hybrid Learning Model were adopted.

- 2.3% of students (92) would opt to leave CPS (enroll their child in a private/ parochial school or homeschool) if the Hybrid Learning Model were adopted.

This data is significant and suggests parents, if provided the option, would opt for a Hybrid Learning Model for the start of the 2020/21 school year. Parents of 2/3 of our students would like to have their children provided with some portion of in-person learning. Under the Hybrid Learning Model, parents of 1/3 of our students would still be able to participate fully remotely as they have indicated they prefer.

Significant conclusion may also be drawn from the data if the school committee elects to provide only remote instruction for the start of the 2020/21 school year. With no option for in-person learning, 91.7% of our students would participate in the CPS Remote Learning Model. However, parents of 8.3% of our students indicate that would opt to leave CPS if no in-person learning were to occur. This is a significantly higher number of students who would opt to leave CPS, indicating a fully remote learning model does not meet their needs, than under the Hybrid Learning Model, where 2.3% are not satisfied with either 1) partial in-person and partial remote instruction or 2) fully remote instruction.

As I indicated I would, I have attached the working group reports from the Facilities and Operations and Special Populations Working Groups for your review. Also, the Student Learning Model working group report has been updated to include the draft schedules for the Remote Learning Model. I want to stress that under whichever model ultimately implemented, the draft schedules are just that, draft, they are simply to indicate approximate start and end times for the school day and provide sample instructional blocks that will be refined for the start of the school year and throughout the school year given staff and parent feedback to our plan implementation.

SUPERINTENDENT'S UPDATE - 8.6.2020

Dear Parents,

I preface this communication to indicate it is long, but important, and I ask that you please take time to read it through and provide input via the survey link at the end. As we continue preparations for the 2020/21 school year, there remain uncertain items and matters that are being addressed to ensure a safe and positive learning experience for your child(ren) in each of the learning models we may implement throughout the 2020/21 school year. I am aware that this uncertainty causes anxiety and stress on families. While much of the uncertainty depends on the learning model implemented, as each has varying impacts on family schedules, we have recently made a number of decisions that will allow you some certainty in your planning for the fall, and I want to share those with you at this time.

Background
The Massachusetts Department of Elementary and Secondary Education (DESE) is requiring all school districts to prepare and submit three (3) learning models (in-person, hybrid, and remote) for adoption and implementation at any time during the 2020/21 school year. This is worthwhile work, as we could find ourselves operating in any of the three models at various times of the coming school year given health trends – it makes sense to know in advance what learning will look like under each scenario, in order to move fluidly through the models as needed. Ultimately, the school committee will vote to select the learning model it feels best meets the educational needs of our student community given trends in local health data and information provided from the working groups. Ensuring a clean and safe learning environment for our students and staff is a top priority in our decision making. Each of the leaning models that may be selected by the school committee contains elements that require negotiation with various school unions as they affect working conditions. The administration, school committee, and school unions worked collaboratively this past spring at the onset of the pandemic when we were forced to transition from in-person to remote learning. I have no reason to believe we will not be able to work collaboratively this summer to reach an agreement on the learning model to be implemented this fall. We all have the best interests of students and staff at heart.

Since the middle of July, working groups of parents and staff convened to review DESE guidelines for the reopening of schools and tailor Chelmsford-specific plans for the school committee's consideration. I am grateful for the outpouring of support and willingness of parents and staff to dedicate a significant amount of their personal time this summer to help us put together thoughtful plans for the reopening of the Chelmsford Public Schools (CPS). Parents have asked where they may view the various guidance documents issued by DESE. Each of the documents may be accessed at the links below for those interested in viewing them.

MA DESE Initial Fall School Reopening Guidance 6.25.2020
MA DESE Comprehensive Summer School Guidance 7.1.2020
MA DESE Guidance on Fall 2020 Special Education Services 7.9.2020

At last Tuesday's (8/4) school committee meeting, the administration reviewed the various learning models to discuss the pros/cons of each model type and advance discussion on which model may be best implemented in Chelmsford for the start of the 2020/21 school year. We have made a few decisions that will affect the fall, and I want to share those with you at this time:

- DESE has negotiated with state unions to reduce the required student learning days from 180 to 170 in the 2020/21 school year. This is to provide staff time for training and to prepare for the learning model that will be implemented prior to the return of students for the start of the school year. Our school calendar will be amended based upon negotiations with the school unions to account for this additional preparation and training time. While I do not know the exact day school will begin for students until negotiations conclude, I do know that school will not begin for students prior to Labor Day as had been planned. The school year will begin for students after Labor Day, and I want you to have this information so you may plan accordingly. As soon as the revised school calendar for 2020/21 is finalized, I will share it with you.

- The first learning model, a full in-person return to school at the start of the school year, is not viable and is no longer under consideration. Maintaining a 6' foot social distancing guideline in classrooms and educational spaces, there is insufficient space to implement a full in-person return to school. I do not recommend entertaining DESEs guidance allowing for a reduction to a 3' foot social distancing guideline at this time. When presented with optional guidance, Chelmsford's reopening plan always applies the most stringent health and safety precautions for students and staff (i.e. maintaining 6' social distancing when allowed to reduce the 3') when it comes to in-person learning.

The two remaining learning models, hybrid and remote, are under consideration and contain elements that may or may not be desirable for parents and students. The administration's preferred and recommended hybrid model for the school committee's consideration is referred to as a 2x2 hybrid model. An overview of the 2x2 hybrid learning model is described below:

2x2 Hybrid Learning Model
If families opt for this model, and if approved by the school committee and agreed to by the school unions, students would be assigned a cohort (A or B) and attend in-person school two (2) days per week and attend school remotely three (3) days per week. The two (2) days of in-

person school would either be Monday and Tuesday OR Thursday and Friday. Wednesday would be designated a remote day for all students in cohort A and B. This model allows for deep cleaning of all educational spaces between cohorts on Wednesday while students are remote. During the three (3) days of remote learning each week, the remote students would join instruction occurring in the classroom remotely. It is important to note that the two weekly in-person days of school would be shorter than a typical/regular school day – students would be taking part in academic instruction while in school and will be dismissed to return home for lunch and attend specials (art, physical education, music, etc.) remotely in the afternoon.

If the school committee approves and adopts the Hybrid Learning Model, students will still have the option to receive instruction 100% remotely – opting for full remote learning.

Remote Learning Model
If approved by the school committee and agreed to by the school unions, students would receive instruction 100% remotely – they would not attend in-person school. Under this model, some limited high needs students may be able to receive in-person services and therapies.

What is to be refined under whichever remaining model (hybrid or remote) the school committee approves for the start of the 2020/21 school year, is who will be delivering remote instruction. If the district implements the hybrid model, some parents will opt for their children to attend school remotely – opting for 100% remote instruction and not attend in-person school. This is viable and perhaps the best option for some of our families and their children. We also know under a hybrid model, some of our district staff may not be able to return to work in-person with students. We are going to be working with staff over the next few days/weeks to identify which of them may not be able to return to in-person instruction under the hybrid model.

Depending on the number of students who elect a fully remote option, and staff who may be best accommodated in a remote option, we may be able to pair the two groups and run a fully remote learning group, separate from the students who select and staff that work in the hybrid model of instruction. Until we know what options will be available to parents to select for their children, we will not be able to determine how best to staff the learning model. What I can tell you at this time is that under either learning model (hybrid or remote), your children will be educated by CPS teachers. If under the hybrid learning model, you select the full remote option, or the district only implements a full remote learning model, your children will be taught by CPS teachers.

The decision before us at this point is going to be dictated by the school committee approval of a learning model (hybrid or remote) to implement for the start of the 2020/21 school year, along with an agreement by the school unions. I would like to gather your input at this time for administration and school committee consideration with regard to which learning model you feel would best meet the educational needs of your child(ren) and which model you are most comfortable with given the health and safety concerns involving COVID-19 and current transmission and testing rates. This is a **non-binding** survey; I would like to know which way you

are leaning as of today. A lot may change in the coming days, weeks, and months, and it would be helpful to know as of today, where you stand to best inform our planning.

Given the information I have provided on the learning models (hybrid and remote) that remain under consideration by the school committee, and with the understanding that CPS will be adhering to all of the recommended guidelines for the safe reopening of schools, please take a moment to answer the survey using the link below. If you have multiple children attending the CPS, please complete a separate survey for each child. Also, I ask that you not share the link to this survey on social media, as this is an anonymous, non-binding survey, and is intended solely for administration and school committee use at this time to obtain a sense of where parents are with regard to the return of their children to school in the fall.

Yours truly,

Jay Lang, Ed.D.
Superintendent of Schools

CPS Return to School

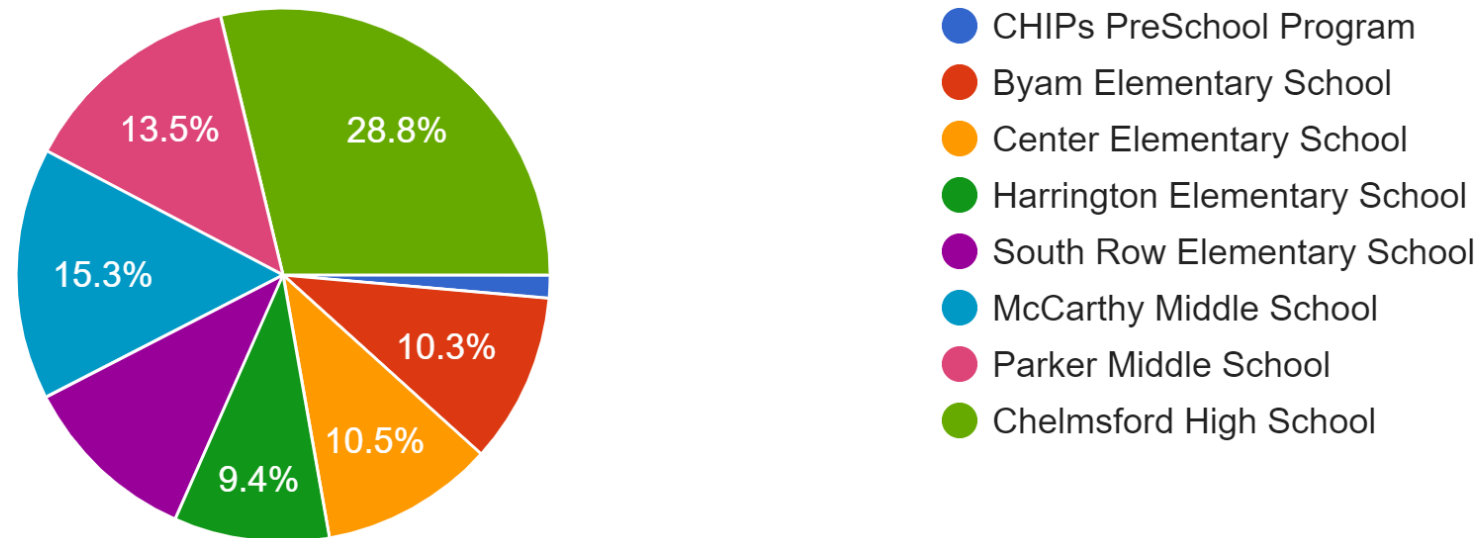Parent Survey Results

8.6.2020

School Level Survey Participation

My child would/will be attending the following school for the start of the 2020/21 school year:

4,028 responses

Legend:
- CHIPs PreSchool Program
- Byam Elementary School
- Center Elementary School
- Harrington Elementary School
- South Row Elementary School
- McCarthy Middle School
- Parker Middle School
- Chelmsford High School

School Level Survey Participation: Elementary

My child is entering the following grade level for the start of the 2020/21 school year:

1,653 responses

Legend:
- K — 19%
- 1 — 18.1%
- 2 — 21.5%
- 3 — 22.1%
- 4 — 19.2%
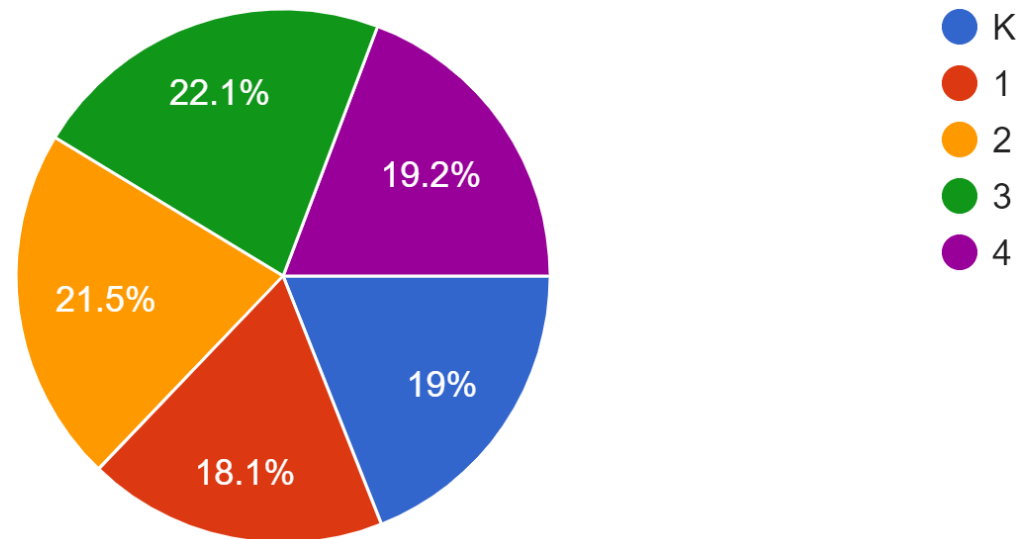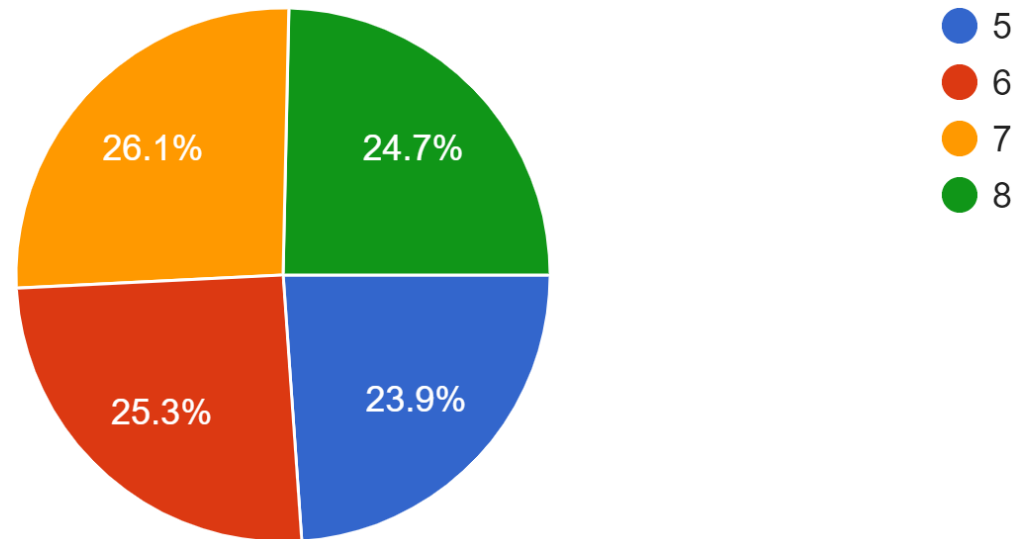
School Level Survey Participation: Middle

My child is entering the following grade level for the start of the 2020/21 school year:

1,160 responses
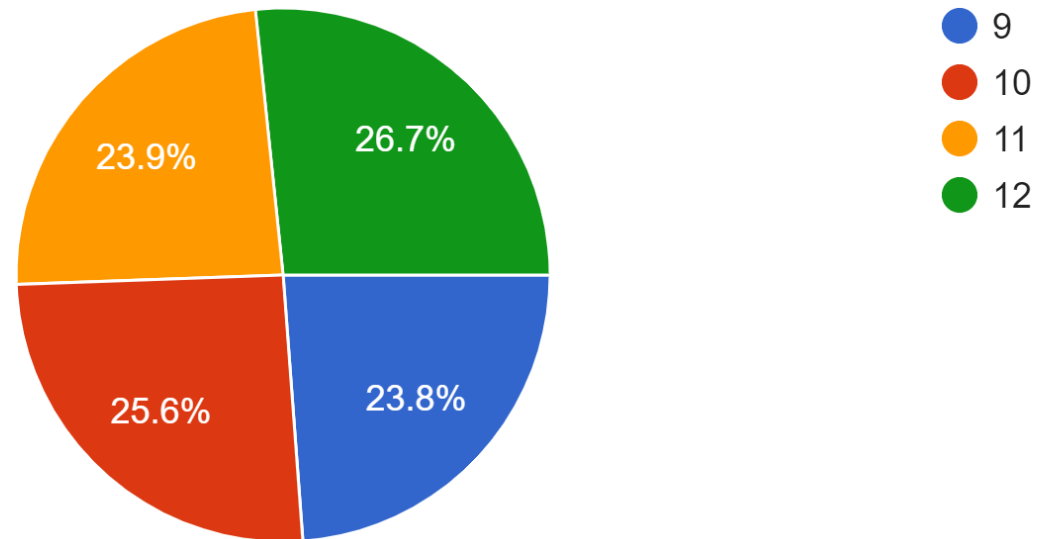
Parent Feedback in Hybrid Learning Model

If the school committee approves and the school unions agree to begin the 2020/21 school year in the Hybrid Learning Model, I would:

4,028 responses

If the school committee approves and the school unions agree to begin the 2020/21 school year in the Hybrid Learning Model, I would:

- Opt for the Remote Learning Model. My child would participate 100% remotely, no in-person schooling.

Grade Level	No. of Students
PreK	15
K	75
1	125
2	133
3	140
4	129
5	89
6	101
7	108
8	89
9	72
10	100
11	82
12	77
Total:	1,335

If the school committee approves and the school unions agree to begin the 2020/21 school year in the Hybrid Learning Model, I would:

- Opt out of the Chelmsford Public Schools. I would enroll my child in a private/parochial school or homeschool.

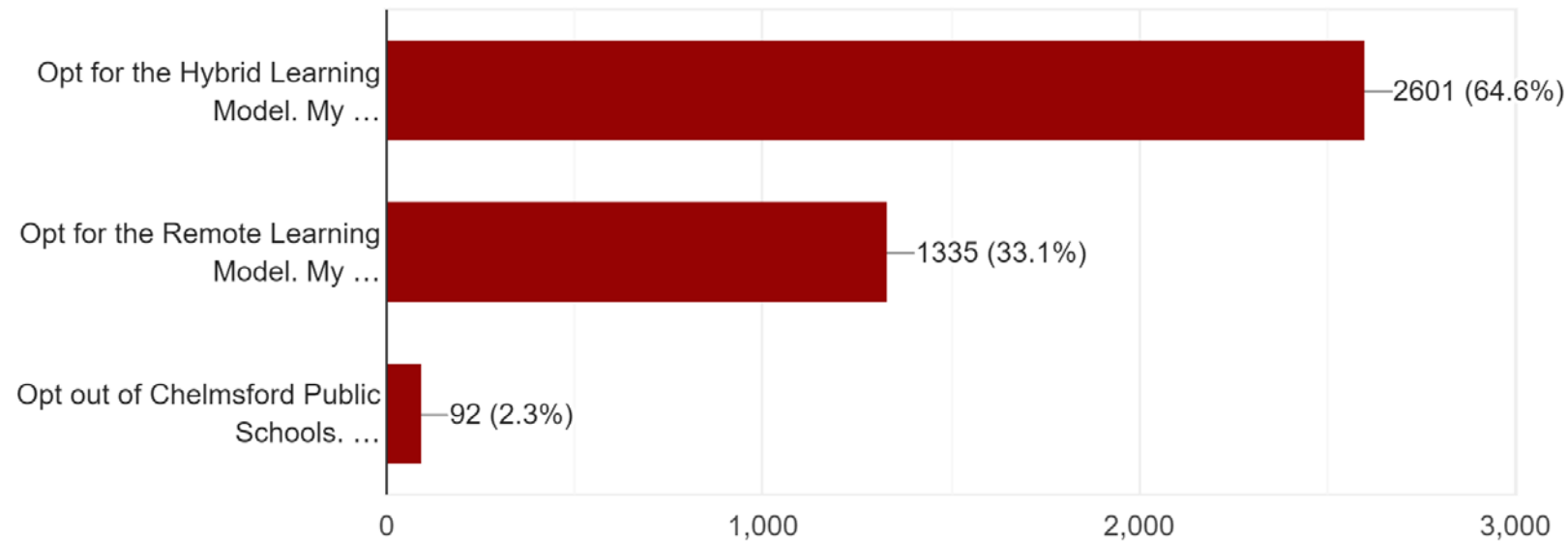| Grade Level	No. of Students
PreK	3
K	13
1	9
2	11
3	9
4	8
5	8
6	6
7	4
8	10
9	5
10	3
11	3
12	0
Total:	92

Parent Feedback in Remote Learning Model

If the school committee approves and the school unions agree to begin the 2020/21 school year in the Remote Learning Model, I would:

4,028 responses

If the school committee approves and the school unions agree to begin the 2020/21 school year in the Remote Learning Model, I would:
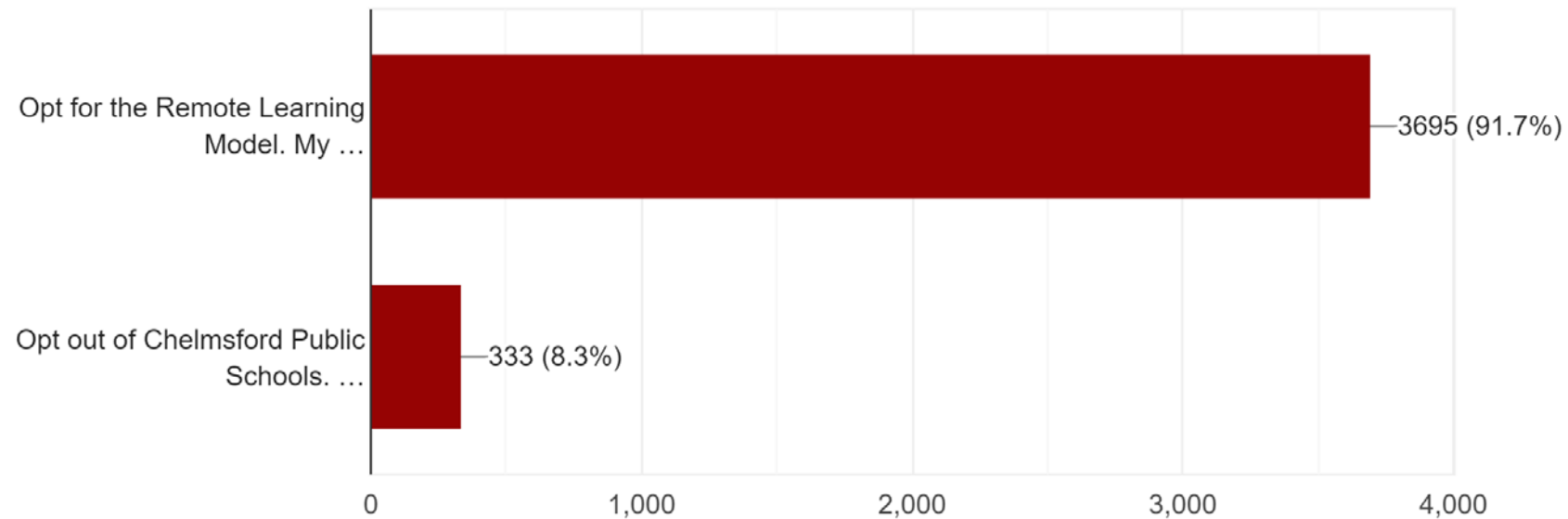
- Opt out of the Chelmsford Public Schools. I would enroll my child in a private/parochial school or homeschool.

Grade Level	No. of Students
PreK	17
K	48
1	23
2	33
3	30
4	28
5	20
6	17
7	17
8	25
9	23
10	21
11	17
12	14
Total:	333

MEMORANDUM

To: Dr. Jay Lang, Superintendent
        Members of the Chelmsford School Committee

From: Dr. Linda Hirsch, Assistant Superintendent *Linda J. Hirsch*

Date: August 3, 2020

RE: CPS School Reopening Plan Summaries

_____

The CPS Working Groups of In-Person, Hybrid, and Remote have completed their planning for schools to re-open under each scenario. Please see the attached summary document of this work for your review.

If you have any questions, please feel free to contact me.

Summary
The district's working groups convened with the task to plan for three (3) models to deliver education to students – In-Person, Hybrid, and Remote. These three models were further broken down by level to vet the Massachusetts Department of Elementary and Secondary Education (DESE) guidelines calling for a return to school, to include: student cohorts, attendance, scheduling options, physical space, instructional and SEL strategies, assessment, communication, technology, professional development, and a distance learning model for both the in-person and hybrid models of education. The special populations working group convened with the same instructional guidelines, to address student needs as they relate to instruction as well as other services provided by the various departments within student services including special education, intensive special education, school counseling, and English language learners (ELL). The facilities working group convened in tandem with all groups to help assess buildings and safety protocols and guidelines as they relate to the three learning models. Below are the definitions of each learning model:

In-Person Model: For this learning model, students receive in-person instruction full-time in school environments, appropriately modified to address health and safety requirements issued by DESE. In this model, districts may still have a subset of students whose families have decided to continue in a remote learning model while the rest of the school returns in-person full time. In the description of this model, districts should include information about how student learning, schedules, protocols, and/or facilities may look different than traditional in-person settings with **no restrictions.**

Hybrid Model: In a hybrid model, students alternate between in-person learning with safety requirements and remote learning. Districts should include information about how student learning will change across the two learning environments (in-person and remote) and provide sample schedules showing how students will rotate between these two models, including whether this mix varies between student groups and/or grade levels. In a hybrid model, some high needs students may still participate in full-time, in-person instruction to ensure effective accommodations. Some families may still decide to keep their children learning remotely full time.

Remote Model: In this learning model, remote learning is the default mode of instruction for all students, though some high needs students may still be served in-person full time or through a hybrid model. Structured learning time requirements apply to remote learning. Remote learning must include the following requirements per DESE regulations: (1) procedures for all students to participate in remote learning, including a system for tracking attendance and participation; (2) alignment of remote academic work to state standards; (3) a policy for issuing grades for students' remote academic work; and (4) a method for teachers and administrators to regularly communicate with students' parents and guardians, including providing interpretation and translation services for parents and guardians with limited English proficiency. Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

Summarized for review is each learning model with varied scenarios that include the pros and cons for each plan. Once we have made a final decision as to which plan and scenario we will use at the start of the 2020-21 school year, we will articulate the building level details for the final comprehensive plan, and we will communicate to families the information they need to prepare for the schoolyear.

District-Wide In-Person Model

The In-Person model is a full return for all students. The plan was developed through group discussions after a review of state and national guidance related to safe and effective social distancing guidelines. Although it is a full, in-person return to school for all, schools would still place students into cohorts in order to facilitate the transition from hybrid learning, as well as scheduling student for specialists and lunch set-ups. For a true in-Person model to work, an environment where no social distancing protocols are required leaves us with our traditional student grouping and schedules, while enforcing social distancing protocols requires alternative use of spaces for instruction (i.e. cafeterias, gymnasiums, outdoor spaces, libraries).

Pros:
- The most effective instruction is delivered to students in an In-Person environment, where authentic and high-caliber learning takes place through collaboration and unyielding student support. Students, families, and staff have not been in schools since March 13, 2020.
- *Elementary Specific:*
  - *For the vast majority of our students, elementary schools constitute their primary source of social interaction.*
- *High School Specific:*
  - *Chelmsford High School offers several advanced and technical courses which rely on specific hardware, software, tools, manipulatives, and other hands-on skills necessary to prepare students for subsequent courses. In-person learning ensures students maintain these skills, provided the PPE required is consistent (i.e. gloves for each student in Science activities).*
  - *Specialist course offerings (i.e. Music, Chorus, Physical Education) promote a sense of collaboration when taught in an in-person environment.*
- With the guidance of our staff and administration, these interactions promote and nurture SEL, and their effectiveness is higher in an in-person environment.
- Consistent opportunities for face-to-face collaboration (with social distancing in place) can occur, which helps to reduce screen time.

Cons:
- The physical sizes of the buildings make it difficult –and in some cases prohibit –full enrollment of students each day given the recommendation that they are spaced 3 feet apart.. This is further complicated where the recommendation is 6 feet.
- If any or all students can attend with an in-person model, social distancing regulations create a column and row seating structure, which prohibits current pedagogical best practices.
- If students and staff are consistently wearing masks and other forms of facial PPE, a student's concept of verbal and visual interaction will need to be redeveloped once restrictions are lifted.

Student Cohorts:
Guiding Question(s) - What would student groups look like?
- District wide, we will split students into two cohorts based alphabetically by surname (A-L, M-Z).
- We will make certain exemptions for family name situations or services for students.
- Students will remain in these cohorts for the entire 2020-2021 academic year in order to prepare for any transitions between learning models.
- The special populations working group will determine students eligible for full in-person instruction as this model relates to student services.

Attendance:
Guiding Question(s) - How is attendance taken if students are not in front of the classroom teacher? Or when some (or all) students are online or when some students are in a different part of the building?
- Attendance will be reported through X2.
- To help facilitate this process in the case of students possibly being in multiple locations, Google Classroom has extensions and capabilities to track student attendance, which will be entered into X2 during the day.

Scheduling Options:
Guiding Question(s) - Full Schedule? Modified Schedule? Early Dismissal? Mask Breaks? Handwashing Breaks? Snacks?
- Arrival and dismissal procedures will follow DESE transportation guidelines as well as building-based procedures, which will be shared with parents in advance.
- The in-person model will follow a traditional schedule, however instructional and lunch times will be adjusted to accommodate social distancing guidelines (recess, lunch, snack, plus additional time).
- In order to minimize student movement and transitions, specialists and support staff should travel to classrooms.
- Transition times will increase.
- Final times for the adjusted schedule will be determined through building-based working groups.

Physical Space:
Guidance Question(s) - What spaces need to be repurposed to accommodate students?
- In classrooms: Limited furniture, 3-6 ft of spacing between student desks.
- Limited to no shared materials.
- An area of each classroom will have partitions to allow for small group work.
- Cafeterias, libraries, and gyms, as well as outdoor spaces, will be repurposed to accommodate students.

Student Learning Model:
Guiding Question(s) - What does the learning model for students look like?
- All curriculum materials will be posted and shared through Google Classroom with clear learning objectives and expected student outcomes.
- Direct instruction should be limited to grade/age-appropriate timing, with frequent checks for understanding through a variety of means.
- Students will need to be socially distanced in the classrooms, and individual devices will aid in communication and presentation of learning.
- Age-appropriate personal learning tools.

Elementary Specific Considerations:
- Guided reading groups and books (i.e., sharing of books).
- F&P – book access.
- Plexiglass for play, groups, and learning.

Instructional Strategies:
Guiding Question(s) - What instructional strategies would be implemented for students? How does it reach all students?
- In-Person activities should be centered around Universal Design for Learning (UDL) principles including engagement, options, and various mediums and access points for learning and practice. For each activity, not all principles of UDL need to be addressed.
- Continued use of available resources.
- Use of features in Google Classroom/Meets that allow for accessibility (i.e. closed captioning).
- Variation in assessment practices.
- All curriculum materials will be posted and shared through Google Classroom in addition to photocopies, when necessary.
- Design lessons with best practices in mind, including a balance of direct instruction, collaborative work, small group vs. whole class instruction, digital station rotation models, and providing choice in activities and tasks that students are asked to do.
- The use of platforms such as iReady in grades K-8 allows for staff to tailor instruction for individual student needs. Initial student assessments will be delivered to gauge current student understanding, however significant testing time should not be a standard practice. In-person time with students should prioritize community building, standards-based project-based learning, and collaborative work.

SEL Strategies:
Guiding Question(s) – Explicit, embedded, how to create class culture, norms?
- Students need to feel safe to be ready to learn.
- Set aside dedicated time at the beginning of the year to welcome students, create a positive classroom community, and train students on new health and safety procedures.
- Schools will develop building-based safe space locations and procedures.
- Encourage students to become part of the community process to keep each other safe.
- Develop classroom norms with regards to in-person and online instruction.
- Designate time to teach students how to use and access technology tools that will be used in class this year. Practice using these tools in class with a social emotional focus.
- Open the class with a welcoming inclusion activity, embed engaging strategies within the lesson, end with an optimistic closure.

Possible Considerations:
- Communicate norms, expectations, etc. prior to in school attendance.
- Conduct video tutorials for students and families on tool use and where they can find assistance.
- To minimize anxiety with an in-person model, create a social-emotional learning survey sent periodically to students and parents to identify students at risk.
- Assign peer buddies to high-risk students and students with high needs.
- Create detailed referral process and resource list and communicate it to staff and parents.
- Address communication and interaction expectations. For example, explain to students how they should contact you (e-mail, Google classroom, office hours, etc.), how often they should log into class site and guidelines for communicating with peers, "Netiquette" and "Digital Citizenship."

Student Assessment:

Guiding Question(s) - How would assessments be administered?

- Within the first few weeks of school, formally assess what students have retained since the previous school year.
- Teachers will work with their Department Coordinators to design and implement assessments in each subject area and analyze student data (i.e. iReady common assessments by department).
- Other authentic assessment methods.

Communication:

Guiding Question(s) - How does communication change or increase?

- Teachers and building principals to establish a regular time and way of communicating with families in order to provide updates.
- Updates should be coordinated across the district and with a common format.
- Teachers to make curriculum resources accessible on Google Classroom as well as photocopies as necessary.
- Send sample "letters to families" detailing how instructional methods are evolving due to current learning setups.

Technology Needs:

Guiding Question(s) - Are there additional technology needs beyond what we currently use?
Please note, that we will use Google Classroom as our platform and only our current technology tools (i.e. G-Suite Tools, iReady, IXL, RAZ kids, etc.) as we did during the spring.

- Designate available Chromebook carts to specific teachers/hallways in each building.
- Assign Specific Chromebooks to students.
- Use a Google calendar sign-out process to make them available for classes during the day.

Technology Training:

Guiding Question(s) - What training will be needed? How will it be provided? When?

- Teachers will train students to use technology tools that will be incorporated into their lessons and practices, using these tools at the beginning of the year.
- Teachers and technology staff will work together to create short video tutorials for families and students to teach them how to access and use current technology tools in the event of transitions between learning models.
- Periodic updates to families to include detailed information on the use of technology tools, should a transition to hybrid or remote learning occur.

Professional Development/Trainings:

Guiding Question(s) - What PD/Training would need to be implemented for this model? How will it be implemented?

- The district will schedule professional development days for teachers prior to students entering the buildings. These will be a combination of small in-person groups and larger on-line collaborative work (i.e. webinars, department meetings, and staff meetings).
- Teachers will be trained on new health and safety protocols for their buildings, prepare their classrooms according to newly released DESE guidelines.
- Technology training.
- Ongoing professional development resources, both synchronous and asynchronous will be shared with staff throughout the academic year. Example options:
    - District and building health/safety procedures, classroom set-up time
    - Building transition procedures, SEL, classroom set-up time

- ○ Digital tools for Google Apps, SEL
- ○ Subject level PD - Mathematics, classroom set-up time
- ○ Subject level PD - Social Science, classroom set-up time
- ○ Subject level PD - Science, classroom set-up time

Other Factors to Consider:
- Use of on-line materials whenever possible
- Streamlining curriculum across grade levels/subject areas

Transitioning between plans:
- Lead time so parents can arrange their schedules, childcare materials (i.e. Chromebooks, textbooks, etc.).
- Create information documents for what families need to know (i.e. scheduling, transportation, safety procedures, and what students can bring).
- Creation of arrival and departure procedures.

The Hybrid Model is a combination of remote and in-person learning experiences for students. It provides students with face-to-face learning opportunities, while incorporating remote learning to limit the number of students in the building at one time, thus reducing the points of contact for students each day. This model complies with the safety guidelines, as well as with the health and well-being of our students -- our top priority.

Hybrid Learning Model

Student Cohorts:
Guiding question(s) - What would student groups look like?
- Students will be grouped into two cohorts (1 and 2).
  - Cohort will be developed to ensure families attend together.
- The facilities working group is using the guidelines from the CDC and DPH to recommend student enrollment figures. Principals/CO will need to coordinate student lists for cohorts (addresses, busing route numbers, siblings with different last names, etc.).
- Highest needs group considered separately for accurate accounting; they may receive daily in-person instruction.

Attendance:
- In-person (use of X2).
- Remote through assignments, daily meetings, and chat features.

Scheduling Options:
Guiding Question(s) - Full Schedule? Modified Schedule? Early Dismissal? Mask Breaks? Handwashing? Snacks?
High School Specific:
- ***High school should have a rotating schedule that incorporates all classes, both in-person and remote.***
- Rotating A-G schedule that includes all classes taught in-person and remotely.
  - In-person learning for either group 1 or group 2 through the morning.
  - When group 1 attends in-person, group 2 participates in asynchronous remote learning.
  - Dismissal/Lunch/extra support/teacher meetings scheduled during a break between in-person morning sessions and remote p.m. sessions.
  - Synchronous p.m. sessions.

Middle School Specific:
- Homerooms to match cohorts.
- Possible student materials for pick up – may need some preparation.

Elementary School Specific:
- Snacks for students (i.e. straws for water bottles for under masks).
- Possible student materials for pick up – may need some preparation.

Option 1: AM/PM Hybrid Model

Students are grouped into two cohorts, one of which attends school in-person in the morning and is remote in the afternoon, while the other is remote in the morning and attends school in-person in the afternoon.

Pros:
- Allows for a consistent 4 or 5-day week of instruction.
- Consistent schedule for families and staff

Cons:
- The amount of time for arrival and dismissal would greatly reduce time spent on engaging students in learning, as well as the ability to clean and sanitize the building.
- Requires time to sanitize the school buildings in between cohorts. Teacher planning/lunch would be greatly affected.
- Transportation costs (multiple bussing runs).

Option 2: Alternating Week Hybrid Model

Students are grouped into two cohorts: A and B. In alternating weeks, cohort A attends school in-person, while cohort B participates in remote learning followed by a week of cohort B attending school in-person while cohort A participates in remote learning.

Pros:
- Depth of learning, consistency of learning with 5 days in person; if a student is ill for a day or two they do not miss in-person learning for the whole week.

Cons:
- Students will go nine days without seeing their teachers every other week, a week (9 days) may be too long for students (danger of disengagement); a full week at home with remote learning may be overwhelming for students/families.

Option 3: 2:2 Hybrid Model

Student population would be divided into two cohorts (A and B) and seek to keep households in the same cohort for family and transportation coordination. Cohorts would be in-person twice a week and remote twice a week, with one day being a full remote day. When students are in school – their full schedule will run as designed. This model allows for the schools to maintain the appropriate physical distancing of students and staff since only one-half of the student body would be in attendance on a daily basis.

Pros:
- Allows a longer day with fewer students in the building for deep cleaning each week between cohorts; allows for students to connect with peers and teachers each week; this model absorbs holiday weekends better by making shifts; supports stronger relationships and this model makes it easier to keep students engaged and accountable.
- Staff will use the full remote day to work in the building to plan, to prepare and send materials home to families, outlining the lesson plan and expectations for the week; also supports teacher Professional Development.

Cons:
- Translates into fewer instructional *in-person* days; if a student is ill a day or two they could miss their entire in-person time with the teacher; could make delivery of some services more difficult if the ability to teach synchronously is compromised.

Building admin at each level will work on potential schedules/details relative to schedule.

Physical Space:
Guiding Question(s) - What spaces need to be repurposed to accommodate students?
- Use of gyms, lecture halls, libraries, larger spaces at CHS, and cafeteria.
- Requires one-way hallways.

Student Learning Model:
Guiding Question(s): What does the learning model for remote students look like?
- Some synchronous and asynchronous activities.
- Direct instruction live streamed.
- Continuation of curriculum and standards.
- Remote learning days would include both reinforcements practice but also need to address new concepts (with reinforcement and practice to support learning).
- Clarity of instruction, directions.
- Gives parents access to Google classroom.
  As appropriate, various educators including special educators, teachers of English language learners, librarians, specialists, counselors, math coaches, and literacy specialists will support and teach students.

Elementary Specific:
- Guided reading groups and books (i.e., sharing of books).
- F&P – book access.
- Plexiglass for play, groups, and learning.

Instructional Strategies:
Guiding Question(s): What instructional strategies would we implement for students? How does it reach all students?
- Remote practice activities should be centered around UDL principles including engagement, options, and various mediums and access points for learning and practice.
- Continued use of available resources.
- Use of features in Google Classroom/Meets that allow for accessibility (i.e. closed captioning).
- Variation in assessment practices.
- Students and parents need to know how well, and if at all, the students are participating (communication).

SEL Strategies:
Guiding Question(s) - Explicit, embedded, how to create class culture, norms?
- MTSS group at each level could provide thoughtful/clear expectations that are shared with all staff and teachers consistently and are then reinforced by teachers.
- Use of some synchronous on-line activities in which students at home and in school can participate to develop a sense of community (e.g. Kahoot, on-line scavenger hunt, Q and A, Google docs used to partner a remote student with a student in class).
- Use of a flexible block for additional time for SEL/Extra help.

Student Assessment:
Guiding Question(s) - How would assessments be administered?
- Higher focus on skill-based teaching and learning/diversifying assessment practices/project-based assessments.
- Assessments are given on in-person days to allow the opportunity for questions in real-time.

Communication:
Guiding Question(s) - How does communication change or increase?
- Communication will need to be consistent and streamlined to maximize efficiency.
  Recommendations:
    - Bi-Monthly online forum for students and families to share what is working and what challenges they are facing. Monthly surveys to students, teachers, families to gather data and then to adjust as needed.
    - Weekly updates on processes and changes that may be made for teachers, students/families.
    - Incorporation of regular one-on-one communication/feedback between teachers and students.
    - Invite parents to Google Classroom, encourage this from the building level.

Technology Needs:
Guiding Question(s) - Are there additional technology needs beyond what we currently use?
Please note, that we will use Google Classroom as our platform and only our current technology tools (i.e. G-Suite Tools, iReady, IXL, RAZ kids, etc.) as we did during the spring.
- Cameras in the classroom to interact with students remotely.
- 1:1 Chromebook access will be integral to student success.

Technology Training:
Guiding Question(s) - What training will be needed? How will it be provided?
- Recommendations:
    - Create and post video tutorials accessible to all on CPS website. These would be helpful for students/families new to the district providing basic how tos for accessing Google Classroom/Google Meets for example.
    - Additionally, tech that address more nuanced ways to utilize Google Classroom and other application features approved/purchased by the district offers to teachers PD options.

Professional Development /Trainings:
Guiding Question(s) - What PD/Training would need to be implemented for this model? How will it be implemented?
- Time for PD and collaboration among teaching cohorts for planning.
- Next level (beyond basic) UDL PD/refreshers.
- More asynchronous on-line options for PD around lesson design and implementation for this model.
- Curriculum leaders work with departments on lesson planning for the model, including resources, activities, and assessments.

Other Factors:
Parents emphasized that many high school students struggled with remote learning in the spring, so the in-person and synchronous components of this model will be helpful in supporting these students.

District-Wide Remote Plans

In this learning model, all students participate in a remote learning model if schools or the district are not able to return to a building for in-person learning; this model also allows families to choose this plan if their child(ren) are not able to return to an in-person or hybrid model due to a medical reason or family choice.

Pros:
- Flexible option for families who do not want their child(ren) to participate in the other two models of learning during the current school year.
- Flexibility for schools and the district to provide an education to all students in the event that they are unable to return to a building for any number of reasons.
- Allows for a digitized curriculum.
- Opportunity for alternate schooling process to accommodate all absences from school.

Cons:
- No physical connections with peers and adults.
- Loss of social skills in a group and larger venue.
- Requires different skills for students, families, and teachers.
- Staffing.
- Issues regarding access to technology at home.
- Scheduling challenges for students in different learning models.

Students Cohorts:
Guiding Question(s) - What would student groups look like?

CPS Remote Learning Academy
For those who need to be remote for the whole year. This is an option for all families.

Student cohorts:
- Cap the number of students that could be in the class to provide small group, differentiation, etc.
- Multi-age groupings if small cohorts per grade.
- Across district group considerations – i.e. Grade 1 district cohort for CPS.
- Consider clusters of special education or special populations to facilitate service delivery.
- Check points for families who need to change – semester, trimester or quarter; process to apply for a change; lead time for school staff to prepare for transitions.

Full Remote Learning
This model will be used if the entire school needs to be remote.
- Continue with regular class placement for remote learning.
- Place students as if we will move to a hybrid or full in-person. Example: Child will receive class placement and their "cohort" assignment at the start of the year.
- Students in the above academy excluded from general placement.
- Considerations for ELL and special education services incorporated into class placement

Attendance:
Guiding Question(s) - How is attendance taken if students are not in front of the classroom teacher? Some (or all) students online; some students in a different meeting group

CPS Remote Learning Academy
- Attendance taken throughout the day and populated at the end of the day into X2 including tardy or early dismissal.
- Use of regular attendance processes – i.e. phone call from clerks at elementary level, automated phone call from MS and HS.
- Ensure parents know how to check X2.

Full Remote Learning
- Attendance taken throughout the day and populated at the end of the day into X2.
- Use of regular attendance processes – i.e. phone call from clerks at elementary level, automated phone call from MS and HS.

Possible Technology tool to take initial attendance by teacher - Google Extension
- Full class meetings.
- Small group meetings.
- Assignments turned in – asynchronous.

Scheduling Options:
Guiding Question(s) - Full Schedule? Modified Schedule? Early Dismissal? Mask Breaks? Handwashing Breaks? Snacks?

Reflected in both the CPS Remote Learning Academy and in the Full Remote Learning Model
- Meets structured learning time requirement as set by the state.
- Scheduling to avoid excessive screen time for students or teacher (a variety of structured learning time activities help meet this need).
- A modified building schedule that has lunch/recess at the same time for students/families, and specialists at the end of the day (please see sample attached).
- A staggered building schedule when core subjects are taught, to support special education and ELL services.

Teacher Space:
Guidance Question(s) - How would lessons be delivered? What tools would be needed to connect with students and conduct lessons?

CPS Remote Learning Academy
- Could be staffed separately.
- Teaching area considerations for this model.

Full Remote Learning Model
Ability to teach in the classroom full-time
- Access and use of supplies/curriculum; provides a consistent technology platform.

Teacher Tools
- Google Classroom for ALL curriculum content.
- Pick a universal mode of communication for the district.
- Investigate tools that allow for breakout rooms, digital books for small group reading.
- Interactive platforms: Google slides, Padlet, Flipgrid.
- Curriculum materials: math books, science journals, writing paper, manipulatives.

Scheduled time for parents to collect materials
- Initial pick up of materials/orientation.
- Create schedules for consistency.

Time for planning
- Colleagues/teams/specialists/SPED/ELL/Reading.
- Does there need to be additional planning time in this model? E.g. "Early release" weekly for teacher collaboration and planning.

Student Learning Model:
Guiding Question(s) - What does the learning model for students look like?
Reflected in both models of the CPS Remote Learning Academy and the Full Remote Learning Model
- Provide community building and digital competence assessment, professional development.
- Small group virtual meetings with small groups of students, or individuals to develop relationships, build community, discuss rules, introduce routines, discuss student concerns/expectations.
- Establish expectations for teachers, students and parents; assignments, class/group meetings.
- Possible list/videos of guidelines for meetings, parent participation, how to help with schoolwork.
- FOCUS on SEL.
- Communication of weekly schedule and assignments that are streamlined and predictable.
- Thoughtful planning as to the schedule and demands on special education and ELL students with additional Google Classrooms.

Combine Synchronous and Asynchronous learning.
- Use of virtual student breakout rooms – helps with student cooperative learning (think-pair-share, turn and talk), utilizes para-professionals, allows integration with other SPED, reading specialists.
- Use of digital tools like Padlet, Nearpod, Peardeck to make synchronous lessons more interactive by adding features such as polls, fill-in-the-blank activities, short quizzes, open-ended questions, and drawing.

Student Materials
- School materials and resources made available to students (things already available in classrooms): Math workbooks, books, reading materials, paper, etc.
- Resources (as needed) for assignments, such as science experiments, social studies materials made available and updated on a regular schedule.

Instructional Strategies:
Guiding Question(s) - What instructional strategies would be implemented for students? How does it reach all students? (differentiation)
Reflected in both the CPS Remote Learning Academy and in the Full Remote Learning Model
- Synchronous Instruction (real time, teacher interaction with whole class/small groups/ 1:1).
- Asynchronous Instruction.
- Collaborative Learning: Grades 3 & 4.
- School Community Involvement.
- Students with Verified Technology Access.
- School Supplies.
- Create a centralized location for communication with students and families.
- Use of instructional strategies for remote learning (i.e. flipped classroom model).
- Use online resources to supplement instruction (e.g. Create tutorials and short lessons, teacher recordings).
- Design opportunities for hands-on learning. Consider the types of projects students can complete in their homes or within their communities that align with and enhance what they are learning in various content areas.

"Class" Time (Differentiated Support):
- Variety of assessments on which to base student meetings and groups.
- Use of UDL principles, which benefit all students, but especially our special populations.

SEL Strategies:
Guiding Question(s) - Explicit, embedded, how to create class culture, norms?
Reflected in both the CPS Remote Learning Academy and the Full Remote Learning Model
- Use of in-district SEL curriculum.
    - Asynchronous/synchronous as appropriate.
- Daily Meetings.
    - Whole class.
    - Social Emotional Learning and modeling embedded within meetings.
- Predictable times and routines for all aspects of the schedule.
- Norms on technology.
- Reviewing the "new" classroom rules and expectations.
- Attention to the special consideration for special populations and ELL, and the value of social communication and social skills.
- Small rotating groups.
- Use technology tools, whole group responses.
- Brain breaks – i.e. Mindfulness resources: Go Noodle, SEL category, Flow page, Mind Yeti, Calm Kids Podcast, SEL read alouds or assigned readings. etc.
- Closure routine to the school day or classes.

Other ideas for engagement and teacher/student relationships
- SEL screener for all students; check with students at-risk for returning to school.
- Adult buddies/mentor check-ins with students.
- Send videos to individual students.
- Guidance visits to whole group/small group meetings.
- Use tech tools in the classroom, ex. Bitmoji to enhance engagement.

Student Assessment:

Guiding Question(s) - How would assessments be administered?
- Within the first few weeks of school, formally assess what students have retained since the previous school year.
- Teachers will work with their Department Coordinators to design and implement assessments in each subject area and analyze student data (i.e. iReady common assessments by department).
- Use other authentic assessment methods.

Communication:

Guiding Question(s) - How does communication change or increase?
- Teachers and building principals to establish a regular time and way of communicating with families in order to provide updates.
- Updates should be coordinated across the district and with a common format.
- Teachers to make curriculum resources accessible on Google Classroom as well as photocopies as necessary.
- Send sample "letters to families" detailing how instructional methods are evolving due to current learning setups. Teachers will train students to use technology tools that will be incorporated into their lessons and practices, using these tools at the beginning of the year.
- Teachers and technology staff will work together to create short video tutorials for families and students to teach them how to access and use current technology tools in the event of transitions between learning models.
- Periodic updates to families to include detailed information on the use of technology tools, should a transition to hybrid or remote learning occur.

Professional Development /Trainings:

Guiding Question(s) - What PD/Training would need to be implemented for this model? How will it be implemented?
- The district will schedule professional development days for teachers prior to students entering the buildings. These will be a combination of small in person groups and larger on-line collaborative work (i.e. webinars, department meetings, staff meetings).
- Teachers will be trained on new health and safety protocols for their buildings and prepare their classrooms according to newly released DESE guidelines.
- Technology training.
- Ongoing professional development resources will be shared with staff throughout the academic year.

Other Factors to Consider
- Use of on-line materials whenever possible.
- Streamlining curriculum across grade levels/subject areas.

CHELMSFORD HIGH SCHOOL
REMOTE AND HYBRID SCHEDULES

High School Remote Learning Model Schedule

4 Block - 65 Minute Classes - 90 minute long block - 285 minutes per block/cycle							
Time							
7:19-8:24	A	E	B	F	C	G	D
8:32-10:02	B	F	C	G	D	A	E
10:10-11:15	C	G	D	A	E	B	F
11:23-12:38	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU
12:46-1:51	D	A	E	B	F	C	G

- **Regular rotation of schedules**
- **4 Block Rotation**
- **Extended times in classes to incorporate additional support for remote learning**

High School Hybrid Learning Model Schedule

4 Block - 65 Minute Classes - 90 minute long block - 285 minutes per block/cycle							
Time							
7:19-8:24	A	E	B	F	C	G	D
8:32-10:02	B	F	C	G	D	A	E
10:10-11:15	C	G	D	A	E	B	F
Dismissal/Lunch							
12:00-12:38	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU	PL/LU
12:46-1:51	D	A	E	B	F	C	G

- **Regular rotation of schedules**
- **4 Block Rotation**
- **Extended times in classes to incorporate additional support**

For CHS Hybrid Model the following will apply:
- **Approx. 50% student population in building**
- **other % will be learning synchronously at home**
- **students go to 4 classes per day and a PLUS block**
- **8 minute passing time between classes opposed to 3 minute passing tim**

MIDDLE SCHOOL
REMOTE AND HYBRID SCHEDULES

Middle School Remote Learning Model Schedule

Period		Grade 8	Grade 7	Grade 6	Grade 5
HR	8:19 8:30	HR/Announcements	HR/Announcements	HR/Announcements	HR/Announcements
1	8:35 9:15	CORE	WL/SPEC	CORE 8:23-9:33 (70)	CORE 8:23-10:17 (118)
2	9:20 10:00	WL/SPEC	CORE	B, O, GM & Art/SPEC 9:33-10:17 (44)	
3	10:05 10:45	CORE	CORE	CORE 10:17-12:10 (113)	B, O, GM &Art/SPEC 10:17-11:01 (44)
4	10:50 11:30	CORE	LUNCH 10:45-11:45		CORE 11:05-12:45 (100)
5	11:30 12:30	LUNCH 11:30-12:30	WL/SPEC 11:45-12:30	LUNCH 12:10-1:10	
6	12:30 1:10	PM Even Days/ CORE Teacher Office Hours	PM Odd Days/ CORE Teacher Office Hours		LUNCH 12:45-1:45
7	1:10 1:50	CORE	CORE	B, C, GM & Art/SPEC 1:12-1:56 (44)	
8	1:55 2:40	WL/SPEC	CORE	CORE 1:56-2:40 (44)	B, C, GM & Art/SPEC 1:56-2:40 (44)

Middle School Hybrid Learning Model Schedule

Period	Grade 8	Period	Grade 7	Grade 6	Grade 5
8:00 HR 8:10		8:00 HR 8:05		Homeroom 8:00-8:06	Homeroom 8:00-8:06
8:13 1 9:07	CORE	8:08 1 9:02	CORE	2 CORE 8:06-9:58 (112)	2 CORE 8:06-9:58 (112)
9:10 2 10:04	CORE	9:05 2 9:59	CORE	Break 9:58-10:08 (10)	Break 9:58-10:08 (10)
10:07 3 11:01	CORE	10:02 3 10:56	CORE	2 CORE 10:08-12:00 (112)	2 CORE 10:08-12:00 (112)
11:04 4 12:00	CORE	10:59 4 12:00	CORE		
12:00- Staggered Dismissal 12:05- 1:20 Travel Home & Lunch					
1:20 RL5 1:55	WL/ Specials/SPED		WL/ Specials/SPED	Specials/Arts Block/SPED	Specials/Arts Block/SPED
2:05 RL6 2:40	WL/ Specials/SPED		WL/ Specials/SPED	Specials/Arts Block/SPED	Specials/Arts Block/SPED

Considerations

- Four period day- NO LUNCH
- Grade 7 & 8 staggered passing time (this could be accomplished in any schedule).
- 57/58 minute periods (including passing) = roughly 52 minutes of teaching time
- ALL SPECIALS/WL REMOTE

ELEMENTARY SCHOOL
REMOTE AND HYBRID SCHEDULES

Elementary School Remote Learning Model Schedule

9:00 - 9:20am Morning Meeting (20) • Check In • Review Expectations • Announcements • SEL	9:00 - 9:20am Morning Meeting (20) • Check In • Review Expectations • Announcements • SEL	9:00 - 9:20am Morning Meeting (20) • Check In • Review Expectations • Announcements • SEL	9:00 - 9:20am Morning Meeting (20) • Check In • Review Expectations • Announcements • SEL	9:00 - 9:20am Morning Meeting (20) • Check In • Review Expectations • Announcements • SEL
9:20 - 11:30 Literacy (120) Mid block (Ex, 10-10:10, Brain Break (10)	9:20 - 11:30 Literacy (120) Mid block, 10:10 - 10:20 Brain Break (10)	9:20 - 9:50 WIN / IGT (30)	9:20 - 9:50 Science / Social Studies(45)	9:20 - 10:20 Math (60)
		9:50 - 10:50 Math (60)	9:50 - 10:20 WIN / IGT (30)	10:20 - 10:30 Brain Break (10)
11:30 - 12:30 Student Lunch & Recess (60)	11:30 - 12:30 Student Lunch & Recess (60)	10:50 - 11:00- Brain Break (10)	10:20 - 11:20 Math (60)	10:30 - 11:00 Science / Social Studies (30)
12:30 - 1:30 Math (60)	12:30 - 1:00 Science /Social Studies (30)	11:00-11:30- Literacy (30)	11:20 - 12:20 Student Lunch & Recess (60)	11:00 - 11:30 WIN / IGT (30)
1:30 - 2:00 Science / Social Studies (30)	1:00 - 1:30 WIN / IGT (30)	11:30 - 12:30 Student Lunch & Recess (60)	12:20 - 1:50 Literacy (80)	11:30 - 12:30 Student Lunch & Recess (60)
2:00 - 2:30 (30) WIN / IGT (30)	1:30 - 2:30 Math (60)	12:30 - 2:00 Literacy (90)	1:50-2:00- Brian Break (10)	12:30 - 2:30 Literacy (120)
2:30 - 3:20 Specials (50)	2:30 - 3:20 Specials (50)	2:00-2:30 Science / Social Studies (30)	2:00-2:30 -Literacy (30)	2:30-3:20 (50) Specials
		2:30-3:20 Specials (50)	2:30-3:20 Specials (50)	

Elementary School Hybrid Learning Model Schedule

K-4	Monday In-Person Cohort A	Tuesday In-Person Cohort A	Wednesday Both Cohorts (eLearning)		Thursday In-Person Cohort B	Friday In-Person Cohort B
8:50 9:00	Arrival/Handwashing				Arrival/Handwashing	

	K A & B	K C,D,E	1st A & B	1st C,D,E	2nd A&B	2nd C,D,E	3rd A&B	3rd C,D,E	4th A&B	4th C,D,E
9:00 9:30	**Starting the Day** — *All students attend synchronous sessions, starting w/ "Daily Morning Meeting" w/ focus on SEL (building community, problem solving skills, etc.)*									
9:30 10:00	F	F	F	F	F	F	P	P	P	P

10:00–10:45 / 11:25 block and later:

| 10:00 10:45 | Math | 10:00 11:25 | Literacy Writing | 10:00 10:45 | Math | 10:00 11:25 | Literacy Writing | 10:00 10:45 | Math | 10:00 11:25 | Literacy Writing | 10:00 10:45 | Math | 10:00 11:25 | Literacy Writing | 10:00 10:45 | Math | 10:00 11:25 | Literacy Writing |

- 2nd A&B: 9:50 - 10:50 Math (60)
- 3rd C,D,E: 9:50 - 10:20 WIN / IGT (30)
- 4th A&B: 10:20 - 10:30 Brain Break (10)

| 10:45 11:10 | Mask Break | | | 10:45 11:10 | Mask Break | | 10:45 11:10 | Mask Break | | 10:45 11:10 | Mask Break | Mask Break | Mask Break | | 10:45 11:10 | Mask Break | |

| 11:10 12:35 | Literacy Writing | 11:25 11:50 | Mask Break | 11:10 12:35 | Literacy Writing | 11:25 11:50 | Mask Break | 11:10 12:35 | Literacy Writing | 11:25 11:50 | Mask Break | 11:10 12:35 | Literacy Writing | 11:25 11:50 | Mask Break | 11:10 12:35 | Literacy Writing | 11:25 11:50 | Mask Break |

| | 11:55 12:40 | Math | | 11:55 12:40 | Math | | 11:55 12:40 | Math | | 11:55 12:40 | Math | 11:55 12:40 | Math | | | 11:55 12:40 | Math |

12:40 1:40	*Handwashing - Start Dismissal and Handwashing/Arrival at Home/Lunch*									
	Science/SS (Synch/Asynch)		Science/SS (Synch/Asynch)		Science/SS (Synch/Asynch)		Science/SS (Synch/Asynch)		Science/SS (Synch/Asynch)	
2:30 3:00	**(Monday: Kindergarten Specials) (Tuesday: Grade 1 Specials) (Wednesday: Grade 2 Specials) (Thursday: Grade 3 Specials) (Friday: Grade 4 Specials) - The week they are with a specific grade, they would be providing synchronous instruction. The other grades would be working independently asynchronously.**									
3:00 3:15	**Synchronous session for 15 minutes at the end of each day (Q&A regarding morning learning, preview for tomorrow.)**									

Facilities and Operations
WORKING GROUP REPORT

Committee Members:
Brian Curley, Director of Facilities Services – CPS (Facilitator)
Sherri Panneton, Facilities – CPS (Recording Secretary)
Nancy Antolini, Food Service Director
Robyn Adams, Community Education Director
Peter Brekalis, Transportation Coordinator
Charlie Buffum, Senior Building Custodian
Kathleen Canavan, Chelmsford Facilities Director
Steve Cerven, Chelmsford Safety Officer
Jeff Doherty, School Committee
Georgia Fredericks, Food Service
Amanda Glaser, Health Educator
Peggy Gump, Coordinator of Nursing Services
Ryan Houle, Fire Prevention CFD
Catie Lanouette, CFT Treasurer
John MacIssac, Dean CHS
Donna Omobono, Asst. Principal – Center Elementary School
Sue Rosa, Public Health Director
Rob Russo, CFT President
Shaun Shanahan, Chelmsford Building Commissioner
Mark Souza, Asst. Principal – Parker Middle School
Christopher Thornton, Parent

The purpose of this working group is to outline the protective measures Chelmsford Public Schools (CPS) is taking to address the health, hygiene and safety of our staff, students and facilities regarding the new coronavirus known as COVID-19. This illness may spread to others when an infected person coughs, sneezes, talks loudly, etc. in proximity to others, without use of personal protective measures.

To ensure the health and safety of all staff and students, it is paramount to consider a variety of factors that will reduce the likelihood of COVID-19 transmission when students make a full or partial return to school. Appropriate measures, such as physical distancing, face coverings/masks, proper hand hygiene, and proper sanitization of facilities and materials, have been known to decrease transmission of the disease. Effective implementation of appropriate hygiene protocols plays a key role in the minimization of the spread of the disease. To ensure proper implementation, it will be necessary to provide training to students, families and staff.

The working group visited all the schools and buildings over the course of three weeks. The principals, assistant principals, and building administrators offered insight as they explained their different thoughts and plans to re-introduce staff and students to the buildings. Many of the approaches are unique as they address the needs of individual buildings.

Here are the major categories we addressed:

Procurement of PPE and maintaining increased quantities of materials has been ongoing since March. Increased demand of common items has resulted in long lead times, increased cost, and in some cases no availability of items. The mandated quantities of PPE and cleaning chemicals has resulted in some storage issues in our already overtaxed buildings. Below is our current status on PPE, equipment, and other supplies related to COVID-19:

- 12-week supply of face masks (adult size) in stock
- Child size face masks on order
- Supply of face shields in storage
- Gowns on order
- Bid on gel sanitizer was awarded this week
- Will require suitable and secure storage at every site for PPE and sanitizer
- Still awaiting GenEon sanitizer generators and foggers that are on back order. Sales representative indicated shipment possibly next week
- Student Support Services is purchasing some "portable" desk shields for specialist teachers to use when proximity to a student is necessary

Transportation guidelines have changed drastically amid the pandemic, here are some highlights:

- Masks/face coverings are always required on the bus. Exceptions will be made for those whom it is not possible due to medical conditions, disability impact, or other health or safety factors
- Students should be seated no more than one student per bench, alternating sides for each row, which allows 3 feet of physical distancing. Children from the same household may sit together
- Windows will always be kept open during operation unless not possible due to extreme weather
- Students will be assigned to a single bus and a seat
- Buses will be disinfected before and after each run
- Additional guidelines may be provided by the Massachusetts Department of Elementary and Secondary Education (DESE)

Common Areas in our buildings vary from site to site. Many of the idiosyncrasies will have to be fine-tuned by building based upon work groups.

- One-way foot traffic is advantageous in some buildings and not as much in others.

  - Chelmsford High School has relatively good flow for one-way traffic
    - Signs or arrows may be applied to ceiling tiles for visibility. Any change in the traffic flow would just require re-orientating tiles

  - Elementary Schools vary in layout and set-up
    - South Row is a single story building with relatively good flow
    - Byam and Harrington have similar layouts, however both benefit from different drop-off and foot traffic flow
    - Center cannot avoid two-way traffic in corridors because every wing is a dead end
    - All modular classrooms require two-way traffic in corridors
    - Elementary Schools would benefit from floor markings or stickers

  - Middle Schools
    - McCarthy can have traffic move clockwise in the first-floor square, two-way traffic down band hallways and second floor counterclockwise
    - Parker can have one-way traffic on top floor square but will require two-way traffic on stairwells

Classroom space also varies greatly from building to building. Every building set-up sample classrooms to obtain a sense of how different spacings would work. Here are some of the observations/concerns raised:

- Majority of rooms with 6 foot spacing accommodate 10 to 12 students plus teacher
- Rooms with 3 foot spacing range from 16 to 21 students per plus teacher
- Middle Schools only have sinks in the science labs. Hand washing stations required.
- Food served in classes raises concerns about pest management
- With no cubby use, coats or backpacks will be stored on chairs possibly impeding egress
- We need to establish a best practice for setting up mandatory hand sanitizer stations in each room
- There was discussion raised about whether teachers should have desk shields in addition to spacing and masks, we are not sure if this is advisable or feasible

Rest Room recommendations call for each space to be single use, but this may not be feasible or manageable. There is no way for teaching staff to be aware if students from other rooms are also receiving rest room passes.

- Need to determine if single use or not
- If not, how to space inside, possibly use every other stall
- Time constraints on students leaving class
- Building code prevents making all rest rooms unisex
- Must determine frequency of policing/disinfecting

Nurse's stations will all require some degree of modification. Each site has been evaluated and work is in progress. This scope of work varies from the addition of glass for patient observation to the installation of air conditioning to make the space usable. Each school needs to identify an isolation room that is well ventilated and separate from the students who are seen for well visits, such as medical administration, blood glucose checks, and routine first aid visits. This space shall be used for a student with Covid-19 symptoms while they await pick-up. If additional space is needed schools will designate areas either inside or outside the building (as appropriate) to accommodate students who are showing symptoms of Covid-19. If a student tests positive for COVID-19, school officials will refer to and follow the Protocol for responding to COVID -19 scenarios in schools dated July 17, 2020. Contact tracing and quarantine recommendations will be made by the Chelmsford Board of Health in collaboration with CPS. In addition, staff will follow the procedures outlined below:

- A nurse or staff member will monitor students in the isolation room
- Parents will be advised to pick-up the student as soon as possible
- Parents should provide at least four (4) possible emergency contacts who are able to dismiss their child during the school day

- School administration or designee will contact the custodian to request that the room be sanitized. This will take approximately 30 minutes using deep cleaning procedures.
- Teachers will be encouraged to contact the school nurse for guidance should a student exhibit any of the above symptoms.
- Staff or students with any of the above symptoms must get a test for active COVID-19 prior to returning to school. A list of available testing sites will be provided. They will also be advised to contact their primary care physician for further instructions.
- The CPS will follow the Protocols for responding to COVID-19 scenarios in school, on the bus, or in community settings dated July 17, 2020.
- Access to the Health Office
    - Medication administration: For those students requiring medications scheduled throughout the day, the nurse may visit the classroom at appropriate times per the students' medication plan.
    - Basic first aid: Staff members will call the Health Office for basic first aid needs (cuts, scrapes or other general needs) prior to sending a student to the Health Office. Minor first aid needs may be cared for in the classroom.
    - Medical emergencies: As always, medical emergencies such as seizures or serious accidents will be responded to at the location in which they occur.

The **School Nutrition Department** will have to undergo major operational changes to comply with the guidelines of spacing and the additional steps involved with the delivery of meals to classrooms. Here are some steps they are working on:

- On-line ordering through the School Nutrition website – parents may order lunches for their children up to one week in advance. The system will be able to differentiate if the meal is for classroom delivery or grab-and-go pick-up. The system will also print-out labels with the students' name, room number, and choice of delivery or pick-up.
- The current plan is to divide the staff between morning and afternoon shifts, each of them being 3.75 hours in length, except for leads who will work their regularly scheduled hours. The morning shift and afternoon shift will stay as cohorts in order to keep consistency among staff for health and safety reasons.
- All lunches will be prepared in a centralized kitchen at the high school for the safety of staff and students, the kitchen staff will deliver all schools in-classroom meals.
- The elementary schools and high school are currently planning to have lunch in classrooms adhering to 6-foot social distancing. The high school will have lunch during plus block. Middle schools are TBD, we have suggested classroom meals as well, but classroom sizes are an issue, we are examining the gymnasium and cafeteria as possible locations.
- Meals made available to remote learners – Our suggestion is to have 2-3 locations for pick-up in the afternoon. There is a concern that sending meals home with students on buses will affect food safety due to time and temperature abuse.

HVAC recommendations are being put into effect by the Town DPW and the Town Sustainability Manager. Below are some of the measures being taken:

- All school buildings will be set to "occupied" mode weeks prior to staff returning
- Ensure that all preventative maintenance and filter changes are completed, upgrading to MERV 11 where possible
- Ensure that exhaust is separate from intake across all HVAC systems
- Maintain 40% to 60% relative humidity when possible to measure
- Maintain maximum CO_2 concentrations at 800 to 1000 PPM in occupied spaces when possible to measure
- Maintain outside air dampers at maximum positions through summer/fall months when possible
- On a daily and ongoing basis, set HVAC systems to "occupy" spaces 2 hours prior to the building having occupants at maximum outside air damper positioning
- Continue with preventative maintenance on all HVAC equipment as recommended and scheduled

Housekeeping procedures will be augmented by adding daily tasks and increasing the frequency of existing tasks to minimize transmission of the virus from surfaces. Extra supplies of disinfectant are being warehoused by a local vendor in case there is a shortage of chemicals once all schools reopen. State guidelines will be followed related to cleaning/disinfecting in the buildings, additionally we will be fogging common areas regularly and classrooms periodically to add another layer of protection. Below are some items that we are working on with the custodial crew:

- Increased cleaning of high-touch surfaces (i.e., doorknobs, handrails, etc.)
- Ordering additional equipment to allow the custodial crew to disinfect large areas in a short period of time
- Trash removal during the school day if lunches are served outside the cafeteria
- Periodic and regularly scheduled disinfecting of rest rooms throughout the day
- Additional contracted cleaning staff to augment existing contract labor
- Additional hours (regular and overtime) of CPS custodians
- Revamping the pest management contract if necessary
- Additional supplies and equipment will, when applicable, be submitted for possible reimbursement

Conclusions

Based on the 6' spacing requirements, updated transportation recommendations, and logistical issues involving feeding the students, a full return to school does not seem feasible at this time.

A hybrid model would necessitate significant additional labor costs including custodial staffing, contracted cleaning, food service staffing, and possibly staffing increases in the school health offices. To some extent, existing lunch and recess aides may be utilized to assist with the classroom lunches delivery and additional porter duties. In general, most of the schools indicated they could make the revamped parent and bus drop offs work with existing staff.

If a remote model were to be implemented, additional labor needs and a portion of the increased supply needs would go by the wayside until such time that students were re-introduced to the buildings.

Special Populations
WORKING GROUP REPORT

Committee Members:
Amy Reese, Director of Student Support Services – (Chairperson)
Amy Matson, Assistant Director of Student Services/OOD Coordinator
Taryn Dery, Team Chair Intensive Programs— (Facilitator Intensive Special Ed Subgroup)
Mary Jane McArdle, Special Ed. Team Chair— (Facilitator Special Ed Subgroup)
Kelly Rogers, Coordinator of Reading, Title I & ELL— (Facilitator ELL Subgroup)
Larainne Wilson, Coordinator of Social Emotional Learning & Counseling— (Facilitator SEL & Mental Health Subgroup)
Kim Atkinson, Autism Program Special Education Teacher
Abby Berry, Preschool Special Education Teacher
Shelley Bethel, CFT Secretary & World Language Teacher
Victoria Carnevale, ELL Teacher
Sarah Coffey, Parent
Jennifer Colbert, Paraprofessional
Maura Cole, Psychologist
Lisa Curran, Life Skills Program Special Education Teacher
Dana Degen, Life Skills Special Education Teacher
Beth Deschenes, BCBA
Elaine Desmarais, Parent
Betsy Dolan, Assistant Principal
Susan Ferronetti, Special Education Teacher
Stefanie Fields, Assistant Director Community Ed & Parent
Mary Ellen Forty, Preschool Special Education Teacher
Julianne Furtado, ABA Paraprofessional
Karen Grabowski, Assistant Principal
Cherie Hamelin, Parent
Russell Hoyt, Preschool Coordinator
Andrea Imbriaco, Special Education Teacher
Joshua Lafortune, Psychologist
Catherine Lallas, School Counselor
Erin Lally, Speech-Language Pathologist
Ameena Langford, Parent
Charles Larosa, Paraprofessional
Steve Liljegren, Psychologist
Catherine Lowe, ELL Teacher
Julie Mangan, ELA/Social Studies Teacher
Shawna Mottram, Special Education Team Chair
Kathy Peluso, CFT Liaison & Paraprofessional
Brenda Petzoid-Eley, Parent
Tina Robinson, Parent
Kathy Rossman, School Nurse
Maria Santos, School Committee Liaison & Parent
Danielle Smith, Parent
Antonio Troncoso, Parent
Jasmine Waddell, Parent

Introduction:

The purpose of this working group is to outline the learning needs of students within the Chelmsford Public Schools who make up our special populations. The Special Populations Committee focused on the unique learning needs of our special education, ELL and 504 students in addition to the social emotional and mental health needs and services across the district. The committee broke into four (4) subgroups: special education, intensive special education, English Language Learners (ELL) and social emotional & mental health. Each subgroup focused on planning for the unique learning needs of each special population group within the three (3) different learning models (full in person, hybrid and fully remote). All subgroups considered the safely guidelines outlined by the Department of Elementary & Secondary Education (DESE), Department of Public Health (DPH) and Center for Disease Control (CDC) when discussing and planning to meet the learning needs of our special populations.

District Wide Full In Person Learning Plan

Full in person learning model is the model educators are most familiar providing instruction to students including the special populations groups. The focus for this model is ensuring that all the necessary PPE is available, and all safety precautions as outlined by DESE, DPH and the CDC is able to be followed. The Facilities and Operations Committee focused on these precautions.

A full return in person would require the district/schools to pay special attention when scheduling students into classrooms so that students who receive specialized instruction (special education) or language instruction support (ELL) are grouped in classrooms with peers receiving the same services. This is needed to minimize the number of individuals our special population students come into contact with on a daily basis. Another consideration would be to schedule related service providers (OT, PT, Speech, BCBAs, etc.), paraprofessionals, reading specialists and EL teachers to minimize exposure to multiple groups/cohorts of students. Some related and supplemental services may be considered to be provided virtually to students within the school setting. Consultation among specialists with teachers and/or paraprofessionals can be provided virtually.

Social emotional and school counseling services will follow the required precautions for an in person return to school. Our school-based mental health providers (Clinical Psychologists, School Counselors and School Social Workers) will continue to provide direct, indirect and administrative services for students and their families. Direct services include counseling (individual, small group and classroom-based developmental guidance), psychological testing, family support and crisis intervention. In addition, they will provide consultation to teachers/teaching teams, administrators, school-based support teams (CPT, SST, MTSS etc.…) and community-based providers around student and family mental health concerns, attendance and building social-emotional skills with students. They will also be critical liaisons to our "high needs" team which will seek support to meet the basic needs of our families, especially those in crisis situations.

District-Wide Hybrid Learning Plan

Special Education:

Special Education services will be provided both in-person and remotely. A strong emphasis will be placed on in-person services, even during times of remote learning. Special consideration will be given

to those populations in which remote learning is not practical. Special education students with significant and complex needs will be prioritized for receiving in person instruction, including our preschool population. These students include those already identified as "high needs" through the IEP process, requiring an excess of 75% of time away from the general education environment. These populations of students are ones that typically cannot engage in remote learning due to their disability-related needs. This population also includes our youngest learners exiting Early Intervention services at age three (3) and our CHIPs preschool.

Separate schedules will be developed for both our preschool special education students and students in self-contained classrooms, such as the functional academic life skills classes, the elementary ASD program at Byam School, and the NECC Partner classes at Parker Middle and CHS. Additional in person learning time will be scheduled beyond the District's in person learning hybrid schedule. For example, if the typical hybrid schedule calls for 2-days of in person instruction for all students, the recommendation may range from 3-4 days of in person instruction for our "high needs" special education students.

Preschool:

Under a hybrid service delivery model, Chelmsford would be unable to maintain tuition paying, role model students to start the school year. While we recognize the importance of having peer models to provide our special education preschool learners the socialization and inclusive experiences, in a hybrid learning model it is not possible. We would revisit this decision mid-year (January 2021) with the hope that the health pandemic improves allowing for the return of peer models.

Not having the peer models reduces the number of students per class in half. Social distancing is challenging for young children (3 -5 years old) and smaller classes will help. It will ensure the ability to have students more than six (6) feet apart. It also ensures the cleaning of materials, learning centers, tables/desks, etc. between groups is able to be completed. The special education preschool students will have targeted instruction on their IEP goals. Smaller classes allow for the teachers to assess students' skills after the full remote learning implementation this past spring. The preschool students will have the opportunity to regain any lost skills and continue to work on new skills.

All special education services would continue be scheduled for a combination of in person and virtual instruction. Communication regarding expectations, specific services, and schedules for preschool will be sent home to families.   A combination of direct in person instruction will be scheduled and provided individually or within small groups, recorded video lessons, parent consultations, and learning activities pertaining to students' targeted IEP skills. This includes related services (OT, Speech, PT, etc.). Direct instruction and support will be provided to those students who require in-person special education services and prioritized based on the students who have identified high needs.

The recommendation is to have the preschool students who are part of our integrated program attend in person four (4) days a week for 2-hour sessions. Students in our intensive preschool classes would attend school four (4) days a week for 4-hour sessions.

This model will allow for all eligible students turning three (3) during the 2020-2021 school year to receive necessary special education services.

Section 504

Students who have 504 Accommodation Plans will continue to receive accommodations; although accommodations may look different, and in some cases, not be necessary based on the service delivery model for all instruction. Students receiving accommodations on a 504 plan will follow the same hybrid schedule that typical students will follow.

English Language Learners

The Chelmsford Public Schools will ensure that English learners have equitable access to meaningful and rigorous learning opportunities as they return to school during the academic 2020-2021 school year in any learning model that is implemented. The goal is to build on students' cultural and linguistic assets and the academic, linguistic, social and emotional supports that they need to succeed in all aspects of their lives. While returning to school will present challenges for all, they will be especially challenging for our EL population. To help with the transition, the district will support ELs by providing access to academic content as well as providing supplemental language instruction. It is key that grade level content be provided with adequate scaffolds and supports, so that ELs can access the grade level content being provided while developing language proficiency in all models of learning and instruction.

Communication with EL families will be provided in the native language of the parent/guardians. This communication will be provided through translation and/or interpretation services.

EL students will receive additional in person instruction beyond what the District's Hybrid model includes for all students. The amount of additional instruction will be prioritized by high needs EL students. All EL students will be provided a schedule outlining the in person and remote instruction.

The social emotional learning needs of English Learners will be a focus. It is important to understand that EL students may have unique and individual needs from each other and their peers.

District Wide Fully Remote Plan

Special Education

Unless prohibited by a local or state decision, a strong effort will be made to provide in-person services for our most complex learners. However, a decision to move to fully remote would most likely be a signal of significant concerns related to COVID-19, thus once again limiting and/or prohibiting in-person instruction and services. Remote learning for special education students would follow the same guidance as general education, in which academic work is aligned to state standards and IEP goals, and attendance, participation, grading and communication is tracked. A shift to remote learning will be communicated to families, so the delivery of special education services is made clear. A regular and consistent schedule of classes, interventions, services and therapies which align with each student's IEP goal and will be offered synchronously and asynchronously.

In-person special education services for our high need students will be considered as long as the Board of Health and the Commonwealth of Massachusetts determines it is safe. Students will be considered on an individual basis based on the services outlined in their IEPs. As describe above under the District Hybrid Learning Model, these students include those already identified as "high needs" through the IEP

process, requiring an excess of 75% of time away from the general education environment. The district will follow DESE's guidance in determining which students are defined as high needs.

Preschool:

Under a fully remote service delivery model, Chelmsford would be unable to maintain tuition paying, role model students. All special education services would continue through virtual means and communication regarding expectations specific to PK will be sent home to families. A combination of direct instruction will be scheduled and provided individually or within small groups, recorded video lessons, parent consultations, and learning activities pertaining to students' targeted IEP skills. This includes related services (OT, Speech, PT, etc.). Direct instruction and support will be provided to those students who require in-person special education services for our high need preschool students as long as the Board of Health and the Commonwealth of Massachusetts determines it is safe as outlined in the Hybrid model.

Section 504*:*

Students who have 504 Accommodation Plans will continue to receive accommodations; although, accommodations may look different, and in some cases, not be necessary based on the service delivery model for instruction. Students receiving accommodations on a 504 plan will receive all instruction remotely.

English Language Learners (ELL)

English language education will continue to be offered to our ELL population. Based on scheduling and English language acquisition level, students will receive direct instruction via on-line remote sessions. If safety allows, in person instruction may be scheduled to support students' language acquisition as outlined in the Hybrid Model above. In person instruction time will vary depending upon the level of students EL needs.

All Learning Models:

Special Education Process: Evaluations & Team Meetings

All Child Find obligations, (EI referrals, preschool screening, Kindergarten screening, initial evaluations) will continue. Given the remote service delivery model for all students, assessments will look different. The evaluating team will consider any and all evaluation information that is already available and conduct additional assessments, as appropriate and under the current logistical circumstance. The decision regarding the feasibility of conducting standardized testing will be considered on an individualized basis. The team chair, special education liaison, and/or related service providers along with parents/guardians will discuss whether students who have 3-year reevaluations due need to complete the formal 3-year testing. Cases in which it is clear (based on the student's disability & needs) that the student will continue to be eligible without completing formal 3-year testing may have a determination made to hold an annual review meeting.

IEP Team meetings (initials, annual reviews, re-evaluations, manifestation determinations) will continue. Chelmsford will continue to prioritize team meetings and seek to complete all spring meetings impacted

by school closure by the end of October 2020. All Team meetings will be conducted virtually via GoToMeeting or Google Meet platform.

The Bureau of Special Education Appeals (BSEA) continues to be available to both families and districts for dispute resolution purposes.

Social Emotional and Mental Health

Our school-based mental health providers (Clinical Psychologists, School Counselors and School Social Workers) will continue to provide direct, indirect, and administrative services for students and their families. Direct services include counseling (individual, small group and classroom-based developmental guidance), psychological testing, family support, and crisis intervention. In addition, they will provide consultation to teachers/teaching teams, administrators, school-based support teams (CPT, SST, MTSS etc.) and community-based providers around student and family mental health concerns, attendance, and building social-emotional skills with students. They will also be critical liaisons to our "high needs" team which will seek support to meet the basic needs of our families, especially those in crisis situations.

In-Person, Hybrid and Remote
Chelmsford Public Schools has focused financial, personnel, and professional development resources on Social Emotional Learning, including the establishment of Multi-Tiered Systems of Support (MTSS) Teams in all schools, focusing first on Tier 1. Some schools now have Tier 2 Teams and we intend to continue toward the goal of full implementation of MTSS. This work has served us well during the pandemic, as its structure and core principles assure that we are planning for the needs of all students. It is recommended that each school assemble its MTSS teams as soon as possible, to outline a plan to address Tier I, II and III concerns as outlined in this section.

Tier 1 Supports for all Students, Staff, and Families:
Every student, family, and staff member has experienced, and continues to experience, the impacts of COVID-19. Chelmsford Public Schools intends to adapt and enhance its Tier 1 (universal) supports for all students and adults accordingly. The goal of these universal supports is to meet the needs of the vast majority of students, staff, and families. Universal supports include getting students back into a regular, healthy routine, which we know is a vital step for children's social emotional health. We will use a variety of methods of communication, teaching and skill-building that support ALL of our students in their social, emotional and academic growth and success.

Supporting Staff
Students often take their lead from the adults around them. Our job as educators is to model well-regulated, positive and flexible minds, relaxed and confident moods, and to engage in actions in a purposeful, controlled manner. We know that students show lower levels of social adjustment and academic performance when teachers are stressed. Supporting their social-emotional well-being and self-care can have a positive impact on student learning.

Re-envisioning School Culture & Conditions for Learning

In our hybrid learning model, school will look, feel, and work differently than school as students, educators, and families have previously known it. The following suggestions are designed to help everyone orient themselves to the changed environment, establish a new school culture, and create a set of routines and practices.

Strengthening Key Social Emotional Skills and Mindsets

Social emotional learning (SEL), the process through which students and adults develop the skills and mindsets needed to thrive, is more critical than ever. As schools reopen, focusing on SEL with culturally responsive programming (a universal, Tier 1 strategy) can alleviate the stress, anxiety, and isolation that many students and adults are feeling. Culturally responsive SEL leverages norms and values from the range of cultures represented in our communities and promotes strong relationships, positive self-image, and motivation for success. Prioritize relevant areas of SEL such as relationship building.

Adapting SEL for our hybrid and remote models

We will seek out ways to help students feel seen, heard, and empowered at school, on-line, and at home. We will provide a variety of formats including virtual lessons, online modules and applications of skills in a variety of contexts. We will consider what is developmentally appropriate.

We will engage our learning communities and support students while they adapt to transitions by establishing routines in school, whether in person or virtual. We will establish and adhere to a schedule that includes these routines and social emotional touchpoints. When plans must change, particularly when transitioning between in-person learning and remote learning, we will explain these adjustments to students. We will model flexibility, adaptability, and strong SEL skills when these changes occur.

Positive Behavioral Intervention and Support

At the beginning of each school year, we will take time to train new members of the school community (staff, students, families) and remind returning members of the school's expectations for positive behavior. Our MTSS/PBIS initiatives are well-established but need to be taught explicitly to those new to the buildings and reinforced with those who are returning. Therefore, we must: Clearly define what positive behavior looks like in the new school context. Proactively and creatively update the entire school community regarding expectations for positive behavior. Reinforce the community aspect of positive behavior through documented social expectations and ongoing dialogue. Prioritize teaching and modeling behavioral expectations in the classroom and other school spaces. Contextualize unmet behavioral expectations.

Preparing to Address Increased Tier 2 and Tier 3 Needs

This fall, schools are likely to see increased rates of chronic stress, anxiety, and depression due to the pandemic, social isolation, a weakened economy, and the racial trauma that some students have experienced. In consideration of this, we need to enhance their systems for proactively identifying students' needs and addressing them with the appropriate Tier 2 (targeted) and Tier 3 (intensive) supports. Establishing an effective system of support involves planning and teamwork. This includes organizing staff at both the district and school levels and making sure that processes are in place to collect, analyze, and act upon data that will inform social emotional and mental health efforts.

Supporting More Intensive Mental Health Needs:

Schools should expect to observe, hear about, and plan for the provision of supports and services to address signs and symptoms of a wide range of mental health challenges that may present during in-person and remote learning.

We strongly recommend that our schools prioritize, to the greatest degree possible, maintaining and strengthening connections with students who struggled to engage in the spring or who are likely to try to

avoid school in the fall. This may include regular check-ins for students and families with school staff and/or helping families to connect with community-based supports. It may also include inviting some of these students and their families to visit the school prior to opening day to talk about what will work best to help the student successfully return.

Effective Teaming Structure:

Teaming is a cornerstone to a strong tiered system of student support and is particularly important in the return-to-school process. In a hybrid model, it is necessary for teams to communicate at a high level regularly to ensure students are supported. We must clearly establish goals, roles, expectations, and collaboration structures. It is also important to reinforce the idea that all members of the school community share responsibility for the social emotional and mental health of students and the educators who support them.