Filed with Town Clerk:

As required by G.L. c. 30 A, §18-25

DATE: **Tuesday August 4, 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 Tuesday August 4, 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. Timeline for Initial and Final Plan Submission to MA DESE

    b. Review of MA DESE Guidelines

    c. Review of Working Groups Plans (In-Person, Hybrid and Remote Learning Options)

    d. Timeline for CPS Plan Adoption

    e. Communication of CPS 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.

REPORTS

1. Liaison Reports

ACTION/NEW ITEMS

1. Request for Reports & Updates

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

ADJOURNMENT

Teaching & Learning Reentry Models

Teaching and Learning Working Group

Fall 2020 Reentry Planning Committee

Chelmsford Public Schools

July 2020

Today's Agenda

Welcome

Guidance Overview

Group Goals and Process

Review of Reentry Options

Additional Information

Questions

Goals and Process

- **DESE Guidance – July**
  - Guidance Document July
  - July 31st Deadline for Primary Plan Summary
  - August 10th Comprehensive Plan Document
  - Template
- **Teaching and Learning – 3 Subgroups**
  - In-Person
  - Hybrid
  - Remote
  - 4 Virtual Meetings
  - Shared Google Drive with Template (Asynchronous Work)
  - Multiple Scenarios

In-Person Learning Model

For this learning model, students receive in-person instruction full-time in school environments that have been 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, scheduling, protocols,

Hybrid Learning 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 in-person and remote learning models, including whether this varies among 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, and some families may still decide to keep their children learning remotely full time.

Remote Learning 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 to limited English proficient parents and guardians.

- Districts should also include information about the technology platforms, staffing model, curriculum, and instructional materials they will employ.

Student Support and Professional Learning

- Safety, wellness, and social emotional supports
- Planning and instruction
- Assessment
- Intervention
- A school calendar with start date and PD days prior to opening is recommended.

Additional Information

- Five Parents for Each Group
  - Role is for input and communication help
- Three Parent Input Meetings – Monday, July 20th – 10:00 a.m., 1:00 p.m., 3:00 p.m.
- School Committee Participation – Dennis King
- Think Outside the Box
  - Repurposing Learning Area – Libraries, Cafeterias, Gym
  - Schedules
  - Roles and Responsibilities

Questions?

CHELMSFORD PUBLIC SCHOOLS

Dr. Linda Hirsch, Assistant Superintendent

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.

<u>**District-Wide Hybrid Plan**</u>

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.

ELEMENTARY EXAMPLE SCHEDULES ONLY: Days of the week and times may be adjusted accordingly. (2:2 Schedule)

K-4	Both Cohorts (eLearning)	In-Person Cohort		eLearning Cohort
8:50-9:00		Arrival/ Handwashing		
9:00- 9:30 *Starting the Day*	All students attend synchronous sessions, starting with a "Daily Morning Meeting" with focus on SEL (building community, problem solving skills, etc.)			
	1.Students participate in asynchronous and synchronous activities at a pace that works for students and families. 2.Teachers suggest completion times for all activities to help guide families. 3.The bulk of remote work is designed to allow students to work independently, but with support as needed. Students will be challenged but not frustrated. 4. As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, librarians, specialists, counselors, math coaches, and literacy specialists). 5. Teacher "office hours," phone calls & check ins 6.Student materials needed for the week will be prepared and packaged for parent/guardian pick up (based on schedule) to support students during their eLearning day. 7. Equitable Remote Learning	9:30- 10:00	Phonemic Awareness	(Synchronous)
		10:00-11:15	Literacy/Writing	• Synchronous for mini lesson/interactive read aloud • Asynchronous for independent reading • Synchronous for guided reading groups • Synchronous writing lesson • Asynchronous for writing independent work
		11:15-11:45	Mask Break/Handwashing/Snack	Movement Break/Lunch
		11:45-12:40	Math	• Synchronous for mini lesson • Asynchronous for station rotation • Synchronous for small group teacher time
		12:40-1:00	*Ending the Day - Dismissal and Handwashing*	Lunch/Movement
		1:00-1:30	**Arrival at home**	Synchronous session for 30 minutes at the end of each day (Q&A regarding morning learning, preview for tomorrow.)
		eLearning ALL STUDENTS		
		2:00-3:00	Specials	Science	Specials	Science
		2 Specials a day, 30 mins 2-3 days/Social Sciences 2-3 days		

K-4 Populations	Both Cohorts (eLearning)	In-Person Cohort		eLearning Cohort (in the building with SPED teacher rather than at home)
8:50-9:00		**Arrival/ Handwashing**		
9:00-9:30 *rting the Day*	**All students attend synchronous sessions, starting with a "Daily Morning Meeting" with focus on SEL (building community, problem solving skills, etc.) (Could shorten for kids in SPED classroom so that they could have services during this time.)**			
	1.Students participate in asynchronous and synchronous activities at a pace that works for students and families. 2.Teachers suggest completion times for all activities to help guide families. 3.The bulk of remote work is designed to allow students to work independently, but with support as needed. Students will be challenged but not frustrated. 4. As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, librarians, specialists, counselors, math coaches, and literacy specialists). 5. Teacher "office hours," phone calls & check ins 6.Student materials needed for the week will be prepared and packaged for parent/guardian pick up based on schedule to support students during their eLearning day. 7. Equitable Remote Learning	9:30-10:00	Phonemic Awareness	Specialized reading instruction (could start at 9:15)
		10:00-11:15	Literacy/Writing	• Log onto classroom meet for reading mini-lesson or interactive read aloud from classroom teacher with rest cohort A (15-25 minutes) • After mini lesson log off and receive instruction in person from SPED/ELL teacher for about 60 minutes
		11:15-11:45	Mask Break/Handwashing/Snack	Movement Break/Snack Dependent on Grade Schedules
		11:45-12:40	Math	• Synchronous for mini lesson or depending on student need direct instruction from SPED/ELL teacher (30 minutes) • 30 minutes for Related Service (SLP/OT/PT) in person
		12:40-1:00	*Ending the Day - Dismissal and Handwashing*	*Movement Break/Lunch*
		1:00-1:30	**Arrival at home**	
		eLearning ALL STUDENTS			
		2:00-3:00	Specials	Science	Related Services through Teletherapy	Science
		Related Services/Reading Support/Title 1 could occur through mix of in-person and Teletherapy			

MIDDLE SCHOOL EXAMPLE SCHEDULE ONLY:

All Grades – Weekly Schedule				
Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Group A In-Person	*Group A In-Person*	*Asynchronous Remote Learning for all students.* *High Needs population attends school to receive services.* *Possible specialist meets.* *Teacher planning and Professional Development.*	*Group B In-Person*	*Group B In-Person*
Group B Remote	*Group B Remote*		*Group A Remote*	*Group A Remote*

EXAMPLE SCHEDULE ONLY: Days of the week and times may be adjusted accordingly.

Middle School	Both Cohorts (eLearning)	In-Person Cohort	eLearning Cohort
8:00-8:19		Arrival/ Handwashing	
8:19-8:25 *Starting the Day*	All students attend synchronous session, starting with Attendance taken and Daily Announcements with focus on PBIS/ SEL (expectations, building community, problem solving skills, etc.)		

	1.Students participate in asynchronous and synchronous activities at a pace that works for students and families. 2.Teachers suggest completion times for all activities to help guide families. 3.The bulk of remote work designed to allow students to work independently, but with support as needed. Students will be challenged but not frustrated. 4. As appropriate, students may also be supported and taught by various educators (e.g. special educators, teachers of English Language Learners, librarians, specialists, counselors, math coaches, and literacy specialists). 5. Teacher "office hours," phone calls & check ins. 6.Student materials needed for the week will be prepared and packaged for parent/guardian pick up based on schedule to support students during their eLearning day. 7. Equitable Remote Learning	8:25-12:10 — Core/GenEd Classes (See separate grade level schedules)	(Synchronous & Asynchronous) • Synchronous for mini lesson • Asynchronous for independent work
		12:10-12:20 — *Ending the Day - Dismissal and Handwashing*	
		12:30-1:30 — **Arrival at home & Lunch**	
		eLearning ALL STUDENTS	
		1:30-2:00 — Specials 1	
		2:05-2:35 — Specials 2 ***2 Specials a day, 30 mins***	