

# PRELIMINARY SCHOOL REOPENING PLAN SUMMARY

## PART I

### Contact Information, Feasibility Study Results, & Preliminary Reopening Model

**District Name:** Mt Greylock Regional School District 0715

**Contact Completing Form:** Robert R. Putnam, Interim Supt. of Schools

**Is Contact Completing the Form the COVID-19 Response Lead?** Yes

#### **1. What were the key findings from your in-person learning feasibility study, and what does this imply for the student learning model you may use this fall? (Suggested word limit: 300)\***

The Mt Greylock Regional School District feasibility study determined that the district's two PreK-6 elementary schools -- Lanesborough Elementary and Williamstown Elementary --have the physical space to reopen to all students maintaining 6' of distance between student desks. Mt. Greylock 7-12 Middle/High School has the physical space to reopen to all 7-9 students maintaining 6' of distance between student desks, but it does not have the physical space to accommodate high school offerings for all of the students in 10-12.

The family survey of Mt Greylock families shows that a high percentage of MG families would be willing to send their children back to school if the proper precautions were in place. The overall response rate to the survey was between 84-92% across the three schools. Sixty percent of respondents indicated that they would probably send their children to school for in-person instruction if proper precautions were in place, 31% indicated that they may send their children, and 9% indicated that they would not send their children to school for in-person instruction.

Given the DESE guidance on transportation which limits our busses to a maximum of 23 passengers, we cannot provide the legally mandated transportation to all students eligible for transportation without adding busses or additional runs.

It is the position of the Mt Greylock Regional School District administration that school must reopen with a "hybrid" model as a preliminary step to moving toward any iteration of a full "in-person" simultaneous attendance model due to the requirement of providing students, staff, and families with the training required to consistently execute the behavioral protocols necessary for a safe reopening of schools.

Starting with hybrid is also imperative to give staff, students and families the time and resources necessary to develop remote education options that are more effective than the last-minute scramble that happened last spring.

**2. Which reopening model within your plan are you leaning towards for the start of the school year? Please select the predominant model for elementary, middle, and high school. (For example, in a plan where the majority of students are coming back in-person full time, a subset of students may continue to learn remotely if needed. Districts can use the text box below this chart to provide further explanation of their selections, if needed.)**

<b>Grade Level</b>	<b>In-Person</b>	<b>Hybrid</b>	<b>Remote</b>	<b>N/A</b>
<b>PreK-6</b>		<b>X</b>		
<b>7-9</b>		<b>X</b>		
<b>10-12</b>		<b>X</b>		

**If you would like to provide an additional explanation of the initial reopening model in question 2 above, or if there are additional factors or challenges that you would like us to understand, please write those here:**

There are competing priorities that attend our plans for reopening. When one considers the balanced view of risk described in the Parabola Project guidance on school reopening, it is generally accepted that in order to maximize all students' education it is imperative that students spend as much time as possible in classrooms with teachers so as to support mental health and prevent academic regression. When one considers instructional priorities, the constrictions involved with operating in-person models in our current school buildings will fundamentally change the face of the school experience throughout the district and it will have a particularly limiting effect on 10-12 education. This plan differentiates the experience of PreK-9 students from the 10-12 experience in that it ensures a greater proportion of in-person learning for PreK-9 than it does for 10-12 in the belief that 10-12 students require the broader and more individualized instruction that is only possible in a remote setting.

The current status of planning presents a 2-1-2 hybrid model for grades PreK-9. This planning is based on the belief that this model is the best way to address the risk factors described in the Parabola Project guidance on school reopening. The current status of 10-12 planning envisions bringing in students only one day a week. This is based on a belief that in-person learning in grades 10-12, which would require grouping in cohorts, would substantially reduce the variety and diversity of schedules. Students would not have access to the full program of studies, due to the tracking that would be required. Lab experiences (high school) in science, the arts and physical education would be substantially curtailed. Scheduling would lean toward small homogeneously grouped grade cohorts.

## PART II

### Summary of Three Reopening Learning Models

**3. IN-PERSON MODEL: Please provide a summary of your plan for how students would return to full-time in-person learning. Please reference the “Step 2” section of the Fall Reopening Plan Guidance Document and provide an overview of what you believe to be the most critical information about how this would work in your district. (Suggested word limit: 400)**

A full-time in-person model is not an option for September 2020. There are too many prerequisites that would need to be in place to ensure a safe reopening using this model. First, protocols for most all aspects of public schooling need to be revised and then systematically taught to students, staff, and families until such time that all parties can consistently execute those protocols necessary for a safe reopening of schools. Second, a full, in-person model of instruction would require hiring additional special education teachers in order to meet the needs of students within the confines of schedules as well as paraprofessionals for supervision. Third, bringing all students into the schools would make social distancing more difficult thereby limiting opportunities to train students in safety protocols. Finally, no school has ever operated under the constraints imposed by COVID-19 and the guidelines imposed by the Department of Elementary and Secondary Education; almost every aspect of public education needs to be retooled. Crowding the schools with all students would inhibit the experimentation and learning necessary to enable students, staff, and families to successfully navigate this new paradigm.

The Mt Greylock Regional School District is planning for full-time in-person learning for students with disabilities whose IEPs required specialized instruction and related services, certain students requiring accommodations pursuant to § 504, students with limited English proficiency who require specialized instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

**Will any of your students be learning remotely as part of the in-person model?**

Yes

No

**Percentage of students learning remotely as part of the in-person model**

7-40% depending on the plan and conditions.

**4. Hybrid Model:**

**Please provide a summary of your plan for how students would return to school through a hybrid learning model. Please reference the “Step 2” section of the Fall reopening Plan Guidance Document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. (Suggested word limit: 400)**

The Mt. Greylock Regional School District’s preliminary plans envision similar models for the two elementary schools, a separate model for grades 7-9, and yet another model grade 10-12.

- Students in Pre-K-6 will be divided into two groups created by administration with family groups and “quarantine or instructional pods” taken into consideration. Class cohorts will stay together throughout

their time in the building, without intermingling with other cohorts. In-person instruction will focus on core academic subjects. The remote portion of the hybrid model will be designated for remote instruction with specialists, extended core subject work and project-based learning derived from instruction provided during in-person sessions. Scheduled remote office hours and support periods will be staffed by school personnel to check in and assist students with completing assignments.

- Grouping Considerations

- A 2-1-2 allows time for sanitization and air to clear out between cohorts of students.
- Analysis of days off over the school year indicates 4 Mondays, 1 Tuesday, 3 Wednesdays, 2 Thursdays and 3 Fridays are days students have off.
- Students in 7- 9 would attend school in person two full days a week in a half cohort grouping on a 2-1-2 model (Monday = collaboration and professional development; Tuesday and Wednesday = Cohort A; Thursday and Friday = Cohort B). Students will be grouped in cohorts of 10-15 students that stay together throughout the day in a specific classroom without intermingling where teachers rotate in to provide instruction. Days out of school (including Monday) will be designated for remote instruction, including extended work and project-based learning derived from instruction provided during in-person sessions.
- Students in 10-12 would attend school on Wednesdays and engage in remote learning on Monday, Tuesday, Thursday, and Friday although they would be encouraged to come to school to make use of learning labs and to get extra help.

The Mt Greylock Regional School District is planning for full-time in-person learning for students with disabilities whose IEPs required specialized instruction and related services, certain students requiring accommodations pursuant to § 504, students with limited English proficiency who require specialized instruction, and students whose learning has been demonstrably and egregiously affected by the 3-month suspension of in-school, in-person instruction.

In considering the feasibility of what has been described here and below (or any other plan that might be put forward) it must be acknowledged that in order actually to implement these plans the School Committee, pursuant to MGL c. 150E § 6, must bargain the elements of these plans with the MTA-affiliate locals whose members' terms and conditions of employment would be directly affected, and who would bear the brunt of most aspects of the plans' implementation.

## 5. Remote Model:

**Please provide a summary of your plan for remote learning as the default model of instruction for all students. Please reference the “Step 2” section of the Fall Reopening Plan Guidance Document (p. 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. (Suggested word limit: 400)**

The Mt Greylock Regional School District recognizes that the remote learning that took place from mid-March through the end of the 2019-2020 school year was in many instances not adequate to meeting the needs of the great majority of our students. The district is committed to ensuring a much improved remote learning experience should a resurgence of COVID-19 once again force school closure.

Remote learning and the Hybrid Model both require the completion of the following steps. The district will:

- Unify learning platforms across grade levels as follows: Pre-k-1 Class DoJo, 2nd-6th Google Classroom, 7-12 Canvas

- Ensure that teachers and paras have the appropriate equipment both in classrooms and remotely to effectively deliver instruction. (ie, webcams, headsets, etc).
- Ensure students have chromebooks and sufficient internet access to receive instruction at their homes.
- Create an online central hub with resources and training videos that teachers will have access to during hybrid and remote learning.
- Provide training to ensure that students, paras, parents, and teachers know how to effectively use Google Classroom (grades 2 - 6), Class DoJo (PreK - 1), Canvas (for middle/high), and G-Suite (for all) so that if/when we go to remote learning all users are comfortable with these platforms.
- Create a district committee to determine the requirements for implementing the Hy-Flex model.
- Enable students access to a free and appropriate education in the least restrictive environment.
- Provide training for substitutes
- Ensure that students that need assistive technology have access to it. Ensure that students have proper materials needed to complete their assignments (ex. Everyday Math workbooks, etc.)
- Follow state guidelines for instruction in digital citizenship

A full remote experience offers the diversity of courses that exist in Mount Greylock Regional School Districts historically rich curriculum. The one-to-one Chromebook initiative is in place to provide devices to all students and paraprofessionals; teachers have or will be provided with HP laptops. Hot spots (Kajeet devices at present) have been distributed to identified families in need, and we look to establish physical “hot spots,” centrally located in each community (e.g. fire departments, town libraries) where students in need of access could apply to complete their learning at those sites. The three school buildings will establish learning centers that would provide sanitized and supervised support for instruction, social-emotional wellness, and safety. Students will be identified for the necessary support. Successful implementation of a remote learning model that replicates our program of studies will require extensive and continuing professional development in use of the schools’ chosen learning management systems, teaching and learning tools, and most critically pedagogy to conceive the academic programs through a virtual platform, Canvas for grades 7-12 and Google Classroom for 2-6, and Class Dojo K-1.

## 6. Supporting High Needs students:

**Please provide a summary of how students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students will be supported within each of the three reopening models. (suggested word limit: 400)**

As has already been noted, students who fall into any or all of the categories indicated in the question will receive *in-school & full-day instruction and services consistent with their needs under the preliminary plan being described here*. "Consistent with their needs" means in conformity with their IEPs, in particular specialized instruction & related services, their § 504 accommodation plans, their need for support in developing or sustaining English language fluency and literacy, or other indicators of special need.

In the event that it is necessary to close school because of a resurgence of COVID-19, or in the case of students who fall into one of the categories cited here but whose parent/guardian does not choose to send the student to school for fear of COVID-19, the district will work with the parent/guardian, as was the case during the spring 2020 shutdown, to ensure that special services that would otherwise be provided in-school are provided, recognizing the limitations that lack of physical access to the students may impose on the delivery of certain services to that student.

The PreK-6 plan for hybrid instruction being described herein would provide all such services in school. The plan utilizes space that is dedicated already to meeting these special needs for the delivery of services, as well

as additional space in the school's library and gymnasium to ensure safe distancing. Services will be provided to students 5 days/week, according to their IEPs, § 504 accommodation plans, or other requirements. Remedial help for students who have fared poorly during the 3-month shutdown, including those who were effectively non-participants, as demonstrated by objective measures of proficiency, will be provided by reading or math specialists, and with paraprofessional support as needed, regardless of socio-economic status.

The 10-12 plan will accommodate the need for in-school services 5 days/week, as indicated in their IEPs, including specialized instruction & related services, their § 504 accommodation plans, their need for support in developing English language SKILLS, or other indicators of special need.

**7. Optional: If you have your preliminary reopening plan posted on your website, please indicate the URL here.**

The Mt Greylock Regional School District has not posted any specific plan on its website or the websites of its schools. The Mt Greylock Regional School District and the Mt Greylock School Committee have honored the Commissioner's request, and they intend to continue to do so unless & until we are duly notified that the Commissioner's request is no longer being made.