

March 1, 2021

RETURN TO FULL IN-PERSON LEARNING PLAN

Milford School District



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INTRODUCTION

Dear Milford Community:

The 20-21 School Year has presented itself unlike any other in our lifetime. The Covid-19 pandemic has required a level of innovation, creativity, collaboration, and communication within our schools and across public health and safety organizations that is unparalleled. We began this year with extensive training and preparation for teachers and staff to be prepared for whatever model the circumstances called for. We put in place clear safety and mitigation strategies to ensure the limitation of in-school spreading of the virus; and we have been successful. I would like to say a very special thank you to every member of our school community, who has gone above and beyond to continue educational services to children and families during this unprecedented time.

Reopening of Schools

We would be remiss not to acknowledge the challenges that being in a Hybrid/Remote model this year has had on our teachers, staff, our families/caregivers, and most importantly our students. So much about effectively educating children both academically and social-emotionally requires personal interaction. Nothing has made that more clear than during this time. As we enter the last third of the School Year, the Milford School Board has asked the Administration to present a plan on March 1, 2021 that outlines in detail the opportunity for a full-return to school to consider. Parents were presented with an opportunity to share their choice for a full-return, or remote option in January. Approximately 80% of those who responded chose the in-person option for their students. This data informed building administrators on the development of the plans you will find within this document. As you will see, the complexities are great and different schools have different challenges to address due to a variety of factors (i.e. space, bussing, scheduling, staffing, etc). These challenges will require consideration as to whether a full return is the best decision for the Milford School District for the remainder of the year.

I would like to thank the entire administrative team for their hard work, problem solving, collaboration with one another, and thoughtful consideration of all aspects of a full return to School.

Sincerely,

Dr. Jessica Huizenga, Superintendent

DATA SOURCES AND CONSIDERATIONS INFORMING THIS PLAN

The Milford School District Leadership Team, along with our local health authorities considered information from many other sources and consulted experts across disciplines as we reassessed our strategy for returning to in-person learning this school year. Although still in the substantial range, according to the State of NH Metrics, COVID-19 cases and test positivity are trending downward in Hillsborough County, and in Milford. See NH Schools Dashboard.

<https://www.nh.gov/covid19/dashboard/schools.htm>

The District has adhered to the most stringent guidelines set by the NH Department of Health and Human Services to date. We have followed the State issued Matrix for decision making, which was found to be even more restrictive than CDC guidelines. Recently, CDC guidelines and metrics were revised (and are now less restrictive), and puts us in the low-moderate risk range (compared to the State's designation as Substantial) , and provides further guidance and strategies for a return to in-person learning, (see <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>)

We have gathered feedback from families in regards to their preference for in-person learning, or a remote model. Access to the vaccine will soon be available to our staff, and research suggests with proper mitigation strategies schools can reopen safely. As always, the Milford School District is committed to providing high-quality instruction, while keeping our students and staff safe.

Considerations include:

- COVID-19 cases and trends
- Critical Populations needs
- Developmental needs of students
- Bussing and transportation
- Staffing patterns and personnel data
- Technology
- CDC and American Association of Pediatrics
- North Carolina's Reopening Plan
- Ed Week Recommendations for Re-Opening
- Survey Data
- Various Scheduling Options
- Budgetary and fiscal constraints
- State and federal guidance and requirements
- Examples of plans from other states, districts and countries
- Current inventory of personal protective equipment (PPE) and future needs
- Assessment of facilities and spaces
- Enrollment and allowable class sizes
- MSD curriculum, instruction, and assessments
- NEA, All Hands On Deck: Guidance Regarding Reopening School Buildings
- New Hampshire Department of Health and Human Services

FERPA & Contact Tracing

"There may be situations during a health or safety emergency in which a school may determine that it is appropriate to disclose identifiable information to parents or students about a student with COVID-19 if knowledge of such information is necessary to protect their health. For example, if a student with COVID-19 is an athlete and has been in close contact with other students on a sports team or students

who have higher health risks, school officials may determine that these other students or their parents need to know the identity of the infected student in order to take protective measures."

<https://blog.ed.gov/2020/09/may-schools-disclose-information-cases-covid-19/>

FERPA regulations do not prevent schools from telling parents and students that a specific teacher or other school official has COVID-19 because FERPA applies to students' education records, not records on school officials. However, there may be State laws that apply in these situations. There may be a rare situation during a health or safety emergency, however, in which schools may determine (in conjunction with health, law enforcement, or other such officials) that parents of students or eligible students are appropriate parties to whom to disclose identifiable information about a student with COVID-19. For example, school officials may determine that it is appropriate to disclose identifiable information about a student with COVID-19 to parents of other students if parents need to know this information to take appropriate action to protect the health or safety of their children. For example if a student with COVID-19 is a wrestler and has been in direct and close contact with other students who are on the team or who are in the school and have higher health risks, school officials may determine it necessary to disclose the identity of the diagnosed student to the parents of the other students. In these limited situations, parents and eligible students may need to be aware of this information in order to take appropriate precautions or other actions to ensure the health or safety of their child or themselves, especially if their child or they may have a higher risk of susceptibility to COVID-19 or of developing severe complications from COVID-19. School officials should make the determination on a case-by-case basis whether a disclosure of the student's name is absolutely necessary to protect the health or safety of students or other individuals or whether a general notice is sufficient, taking into account the totality of the circumstances, including the needs of such students or other individuals to have such information in order to take appropriate protective action(s) and the risks presented to the health or safety of such students or other individuals.

https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPA%20and%20Coronavirus%20Frequently%20Asked%20Questions.pdf

ACCESS TO BUILDINGS - VISITORS, RENTALS, PARTNER PROGRAMS, CONTRACTORS, RECOMMENDATIONS

Per our initial reopening of schools plan, we will continue our practice of limiting access to our buildings. No outside people allowed into the building with the following exception: Contractors for emergency facility work will be allowed in only after they have a temperature check and are wearing PPE. In order to comply with limiting of individuals in the buildings, all special education meetings and 504 meetings will be held remotely. After school activities will not be allowed, with exception of low/moderate risk athletics. We will continue with the safety and health protocols. All staff and administrators are required to exit the building no later than one hour after the school day has ended, unless otherwise determined by the building Principal, Director of Facilities, and the SAU. This will allow time for custodial staff to thoroughly clean the buildings. Parents or others coming to the buildings shall drive up to the building and call the

school informing them they are outside to drop off a student or a student's belongings. A staff member will greet them outside and escort the student or bring the belongings inside.

HEALTH AND SAFETY PROCEDURES

Screening

Per the K-12 Schools COVID-19 Mitigation Toolkit:

- All staff have been advised to conduct an at-home screening and self-monitoring for symptoms of COVID-19 before arriving at school each day.
- Parents, guardians, and caregivers have been advised to perform at-home screening and monitoring of their children for symptoms of COVID-19 before each school day.

Staff and students who are experiencing symptoms should stay home. If a staff member has any symptoms of COVID-19, they should call their supervising Administrator and report their symptoms. If a student has any symptoms of COVID-19, parents should contact the school nurse and report their child's symptoms.

School Physical Environment

Classroom Configurations

Classroom spacing will follow the CDC guidelines and follow the social distancing protocol of 3ft. in all learning spaces (ex. desks will be placed three feet apart). This will allow for an average of 18 - 23 students in a classroom (depending on the size of the room).

Mitigation Strategies

In each classroom, masks will be required .

In classrooms with 18 - 23 students in addition to masks, face shields will be required.

In classrooms with over 23 students - 750 desk barriers will need to be purchased and put into place.

(We have in stock as of March 1, 2021- 360 N95 masks, 18,750 surgical masks, 13,500 child surgical masks, 16,250 cloth masks and 2,350 face shields)

*For students who are unable to tolerate a face mask due to development, medical or behavioral needs, a face shield will be provided.

All personal belongings and extra furniture will be removed from the classrooms to ensure the maximum space available for the learning environment.

Large spaces, such as gymnasiums, cafeterias, and libraries will be utilized according to the needs of each school (Please see school sections).

Teachers may not make physical adaptations to their classrooms without receiving prior approval by the administration. Ideas may be presented to the administration for consideration.

School Nurses have been provided with fitted N95 masks.

Cleaning

Cleaning will occur in the classrooms at the end of each day, or session. All restrooms will be cleaned every two hours along with door knobs, handles and entrances. Cleaning supplies will be provided to staff to conduct in-classroom cleaning.

Hallways and other common spaces will be cleaned nightly. Office spaces will be cleaned daily.

Schools are required to provide adequate supplies to support healthy hygiene behaviors.

We will continue to provide hand sanitizer at every entrance of the building and classroom, for safe use by staff and older students. Systematically and frequently check and refill hand sanitizers.

Allow time between activities/classes for proper cleaning and disinfection of surfaces.

A schedule will be kept for ongoing and routine cleaning and disinfection. A log sheet will continue to be kept with time, date, and signature sheet to document sanitation by facilities and maintenance department.

Cleaning and disinfection products will be safely stored, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products.

Custodial and Maintenance/Grounds staff will be required to adjust their schedules and job assignments upon a full return to in-person learning. This will mean that the custodial staff will revert back to their normal schedules, ie: 1 custodian during the day and the others working second shift. The day custodian will be responsible for cleaning all of the restrooms every two hours along with disinfecting all door handles and entry doors as well as helping out during lunch periods.

We currently have two openings in the custodial department. 1 at the high school and 1 at the middle school.

Classroom Supplies and Personal Items

Teachers will limit sharing of personal items and supplies (i.e. writing utensils).

Teachers will make every effort to keep students personal items separate and in individually labeled cubbies or containers.

Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual students.

Students and Staff will be allowed to bring in their own personal water bottles/hydro flasks to use during the school day with guidelines;

- bottles shall not be left unattended for any length of time or they will be discarded into

the waste bin,

- all bottles should be labeled with the name of the owner,
- under no circumstance will sharing of water bottles be permissible.

The district will maintain active bottle filling stations located at the High School and the Middle School to allow students to refill their bottles. Bottle filling stations will be cleaned once per hour. Our Facilities department is evaluating a safe solution for the Elementary Schools and Project Drive.

TRANSPORTING STUDENTS TO AND FROM SCHOOL SAFELY

Families should assess their child's state of wellness before leaving home for school and getting on the school bus.

Face coverings are required to be worn by ALL students in grades pre-K through 12th while on buses and other school transportation vehicles, and on school grounds (i.e. during drop-off and pick-up). Students will be transported two to a seat.

* For students who have an identified medical need or are unable to tolerate a face mask, a face shield will be provided.

Parents/Caregivers are encouraged to remain at the bus stop until their student(s) are picked up. Parents/Caregivers are also encouraged to meet their student(s) at the bus stop daily.

- Driver will wear mask at all times
- Busses will be sanitized after the morning and again after the afternoon runs
- Rules will remain the same for the athletic busses as well
- Windows will be kept open during warm weather routes and will be open a crack (or notch) during cold weather routes
- Bus monitors may be necessary to ensure proper safety protocols are followed

Bus Seating Capacity

Administration from Jacques Memorial, Heron Pond, and the SAU met with representatives from Butler Bus to discuss the impact of a full return to in-person learning model. We explored the idea of changing start times at both buildings to accommodate a 45 minute bus run for each school. This could allow us to run the elementary routes separately and keep students at a 3 foot distance (one student per seat) on the buses. In order to do this JMS would need 7 buses for their run and HP would need 15 buses for their run. This would be a net increase of 2 buses for each school day and a cost of \$329.62 each/per day. This would also be dependent on the ability of Butler Bus to provide buses and drivers for these runs, which we know from the bus company cannot be done.

Since it has been confirmed that we cannot add enough additional buses or runs to make this work, we cannot guarantee physical distancing on the buses. Parents utilizing the buses for transportation need to be fully aware that students cannot be kept at a distance of 3 feet when riding the buses. Therefore, in the event of a positive case, as many as 12 students may be identified as close contacts. Students would be identified based on assigned seating charts from each bus. Those students would need to quarantine per the NH DHHS guidelines, and live instruction would not be guaranteed for these students unless a “room and zoom” option becomes available.

Students in all schools will not be allowed to take any other bus besides the bus arranged by Butler and held on file with the school to assist with the identification of close contacts, and to limit the number of close contacts.

Based upon the responses received from the surveys and estimating that half of the non respondents’ students would ride the bus, 15, seventy-seven passenger busses will be needed district-wide. This is an additional four-busses from what we are currently running. Students will be seated two to a seat; doing this will allow us to transport about 48 students per bus run in the elementary busses. The High School and Middle School have far fewer students requiring bus transportation therefore a greater amount of social distancing can be achieved by running thirteen busses for the Middle and High School runs. The increase of two busses has already been budgeted for, and will result in no cost impact. The increase of 4 busses will have a cost impact for the 14th and 15th bus, as 13 are already budgeted for. The bus runs are \$329.62 per run per day.

JACQUES MEMORIAL SCHOOL

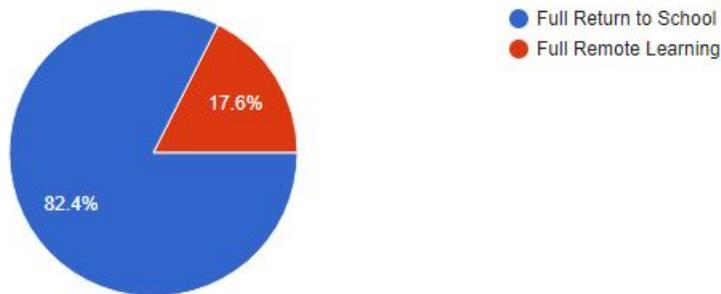
MODEL: Full Day In-Person/Remote Option

At the Jacques Memorial School, we currently provide students a hybrid half-day or full remote learning option. The hybrid model consists of two daily sessions (AM group and PM Group), a morning session that begins at 8:25 and ends at 10:45 am, and an afternoon session which begins at 12:25 and ends at 2:45. Each session provides approximately 2 hours of in-person instructional time per day, 4 days per week, and 5 days every other week for each student group. As of January 19th, 68% of the enrolled population participate in the hybrid model. 28% participate in the full remote option. 4% participate in a full day instruction (critical populations).

A survey was sent out to all JMS families the week on January 18th asking parents if they would consider a full return to school option for their child. We received 245 responses or an 87% response rate. Parents were asked to consider the following implications when making their selection: 1) a reduction in social distancing parameters and 2) a potential change in their child’s classroom teacher.

Results are displayed in the pie chart below:

245 responses



82.4 % indicated that they would select a full day in-person option, 17.6 % stated that they would select the full remote option.

Staffing

Staffing at JMS continues to be impacted by the COVID -19 pandemic. We are actively recruiting for six classroom Instructional Associate positions that were vacated mid-year due to unexpected resignations. These positions are critical to the safe running of the school.

The Jacques school nurse position remains vacant. We have been able to provide coverage for this open position with a long term substitute agency nurse and with our recently hired district nurse. While we have had 3 applicants for this position, candidates did not meet minimum qualifications. Interviews with qualified candidates are scheduled for February 19.

A long term sub position has been posted for the first grade teacher; it was briefly filled for 3 days in September, and since then has not been filled. Filling this position would decrease the Full in person class size.

JMS Open Positions (as of 2/26/20)

- Long Term Substitute Teacher, grade 1
- School Nurse- Finalist identified. Offer pending
 - District-Wide Nurse has been covering the Health Service Office
- (5) Instructional Associates

Staffing Assignment Shifts

Several teachers will need to change their current assignments to accommodate the anticipated shift from student enrollment from remote to a full-in instructional model. This is based on the anticipated shift in model enrollment the survey results collect the week of January 19th-22nd.

Assignments will be identified based on medically substantiated needs and then based on the remote classroom teacher who has the greatest number for students who wish to change from the remote classroom to in person so as to have minimal impact on student placement changes.

Current (2nd Trimester)	Hybrid Classroom Teachers	Hybrid Student Enrollment	Hybrid Class Size	Remote Classroom Teachers	Remote Student Enrollment	Remote Classroom Size	Classroom Teachers Openings
Kindergarten	6	95	16	3	36	12	0
First Grade	5	98	20	3	47	16	1

Proposed FULL DAY/ Remote Staffing	FULL-DAY classroom teachers	FULL-DAY Student enrollment (estimated)	Full-in Class Size	Remote Classroom teachers	Remote Student enrollment (estimated)	Remote Classroom Size	Classroom Teachers Openings
Kindergarten	7	104	15	2	27	14	0
First Grade	6	106	18	2	39	20	1

Space

Additional classroom space is required to accommodate a full in person model and instructional spaces that were assigned for the hybrid/remote option will need to change. Some of these space needs require an exception to the reopening plan requirements, (ie quarantine room, staff lunch room).

Assignment	Room #	New Assignment	Notes
Quarantine Room	1047	Art	The Quarantine Room will be relocated to the back room of the Health Office.
Staff Lunch Room	1051	Kindergarten	JMS has a dedicated work space for a small group of staff to eat lunch. Staff will eat lunch in their classrooms.
Title One	1102	First Grade	1st grade classroom teacher to be moved to room 1102/T1 to move to room 1012

Kindergarten Remote (if needed)	1044	Kindergarten	1044
Health Office (Back Room)	NA	Quarantine Room	

Unified Arts

Unified Arts instruction will take place in their respective instructional spaces (Music, Art, Library, Gymnasium). These spaces will be arranged to promote social distancing at 3 feet when possible. The daily schedule will allow for at least 10 minutes for cleaning and disinfecting between classes.

Art/Music: To eliminate the need to share materials, each student will be provided with a learning kit for Art and Music.

Physical Education/Health: Each student will have physical education weekly. Whenever possible and weather conditions allow, physical education will be held outside on the field or black top. Masks will not be required of students outside. Masks will be required in the gymnasium.

Building Blocks (Social Emotional Learning) : The School Counselor will provide instruction in the grade level classrooms to teach Building Blocks using the 3 feet social distancing peraminaters.

Technology: Instruction will take place in classrooms. First grade students will utilize their assigned Google Chromebook for instruction. All 1st grade students will have their own personal mouse and headphones to use.

Interventions

Interventions would occur during the Intervention & Extension times within their master schedule. Students who are remote will zoom into their interventionist time.

Social Emotional Supports

Jacques Memorial offers a variety of emotional supports. These supports include at the tier 1 level, Responsive Classroom based morning meetings and incorporation of Choose Love programming. Each classroom has a Planning and Calming Area. The area this year due to the pandemic, these areas will be a student's desk. Jacques Memorial also has a Calming, Planning, and Safety Center. These areas are maintained by our School Counselor, Social Worker, School-Based Mental Health Counselor, and administration. Tier 2 SEL supports include virtual and in person individual counseling sessions with our guidance counselors and social workers. Our Tier 3 supports include individual live and virtual sessions with our School-Based Mental Health Counselor. We are continuing our Tier 3 Service Teams for individual students, families, and teachers. Our Student Support Team meets each Thursday to review and collaborate on student data, academic, and social emotional supports.

In addition, Milford School District will be hosting three Lynn Lyons presentations, two for our building staff, one addressing anxiety in the classroom and another addressing staff self care. The third presentation is provided in the evening to all families that provide support and resources for families in addressing the emotional needs of the family during these uncertain times.

Student Placement

Based on the model of the Academic choice form, there will likely be shifts in student placement. This means the potential exists for students to have a different teacher and different classroom peers. We are proactively planning for this shift by realizing this may cause students to feel uneasy in meeting new friends and a new teacher. Time spent on social emotional learning and relationship building will be a focus during the transition.

Students that are currently assigned to Hybrid Classrooms who opt for full day, will have their sessions (AM/PM) combined to form a new full day in-person class.

Remote students whose families have opted for the full in person model will likely be assigned to a new, full day in person classroom. This will result in the students having a new teacher.

Teacher Planning Time

Within the Collective Bargaining Agreement for the Milford Teachers Union, professional staff have 200 minutes of unencumbered planned time weekly. Teachers day begins 15 minutes before the scheduled arrival of their students. In order to meet the unencumbered plan time requirement within the CBA, the schedule above utilizes the time period that the classes attend their Unified Arts (Physical Education, Art, Music, Library, Building Blocks) to fulfill the planning time outlined in the CBA.

Daily Schedule

Our daily schedule will expand to 8:25 am - 2:45 pm. This will increase the school day to 6.75 hours and instructional time would be approximately 5.5 hours daily.

The daily schedule will include a morning meeting, literacy block, math block, intervention time, and lunch and 2 recess periods daily. We would expand the time students engage in recess to provide them an opportunity to increase their daily movement and mask break. We would discontinue the arrival recess period due to lack of staff for coverage.

Student Lunches

*A phased approach affords us flexibility and the opportunity to move to a less restrictive plan should we determine that it is appropriate to do so. Bi-weekly consultation with school nurse, district leadership, and local health officers will determine when phase 2 can be initiated and maintained.

Phase 1 - Lunch in Classrooms - Students will eat their lunches in their classrooms. Students who ordered a lunch can pick up their lunch by entering the kitchen from recess and bringing it to their classroom. Teachers will take their lunch during the midday recess block.

Phase 2 - Lunch in Cafeteria - Students will eat their lunch in the cafeteria. Students will have assigned seating and will be arranged so that they are seated 3 feet away. Each class will sit at an assigned table. Hot lunches would be delivered to tables. (96 seats available) 10 minutes between lunches for disinfection and electrostatic spraying.

Student Recess

*A phased approach affords us flexibility and the opportunity to move to a less restrictive plan should we determine that it is appropriate to do so. Bi-weekly consultation with school nurse, district leadership, and local health officers will determine when phase 2 can be initiated and maintained.

Each classroom cohort will have 2 recesses daily (either a AM or PM recess and a mid-day recess). Each class or cohort will be assigned to a separate play zone. This will minimize exposure risk. This is our current practice 3 days a week in our hybrid model. Classes will rotate through these assigned zones throughout the week. Students will not wear masks during outside recess. We would expand the length of time students engage in recess to provide them an opportunity to increase their daily movement and mask break. We would discontinue the arrival recess period that was put into place last year.

Phase One - Classroom Recess Zones

Kindergarten

Zone A - Field (West)

Zone B - Field (East)

Zone C - Blacktop

Zone D - Playground

First Grade

Zone B - Field (East)

Zone C - Black top

Zone D - Playground

Phase Two - "Playground Partnership" Recess Zones

To promote social emotional learning classes will be expanded to include a Partner class to spend recess with.

Kindergarten

Zone C - Blacktop

Zone D - Playground

First Grade

Zone D - Playground

LUNCH and RECESS Schedule

Grade Level Cohort	AM/PM Recess	Mid-day Recess/Teacher Lunch time	Phase 1 Lunch Pick-up	Phase 1 Classroom Lunch time (20 min)	Phase 2 Cafeteria Lunch Time (25 min.) (10 minutes cleaning)
First Grade A	PM 1:30-1:50	11:00-11:25	11:25	11:30-11:50	11:10-11:35
First Grade B	PM 1:55-2:15	11:25-11:50	11:50	11:55-12:15	11:45-12:10
Kindergarten A	10:00-10:20	11:50-12:15	12:15	12:20-12:40	12:20 - 12:45
Kindergarten B	10:25-11:15	12:15-12:40	12:40	12:45-1:05	12:55 - 1:20

Classroom Setup

When calculating the maximum amount of students that can fit within a classroom at JMS, the building administration used the following guidelines as set forth by the reopening plan:

1. Students will be seated at stand alone desks.
2. Desks will face forward.
3. Students and staff will have 3 to 6 feet in space to move around the classroom with minimal physical contact.

Classrooms will be set up in a traditional row set up, with all students facing forward. A classroom will have 16-20 student desks at 3 feet apart. In classrooms that require 20 desks the teacher's desk and work table will need to be removed. A teacher will have space at the front of the classroom to freely walk in front of the board to deliver instruction.

Students will hang their jackets and backpacks on the back of their seats to minimize congregating at the coat hooks.

It is important to note that this classroom arrangement is not conducive to the developmental needs of our young learners. It does not promote cooperative and play based learning that is the foundation of our kindergarten instruction.

Health and Safety Protocols

- Face masks
- Regular hand washing & sanitizer wash
- Daily arrival temperature checks
- Cleaning protocols between classes and nightly after-school cleaning
- Please see pages 6 and 7 of this document for an in-depth explanation of cleaning protocols.

Mask Breaks

Mask breaks would be provided once in the AM and once in the PM. These would be similar to what we currently have with an option for teachers to take students outside for a walk or break when the weather permits. When the weather is poor, these breaks would also be similar to what we do now. Teachers can use that time as a read aloud or silent independent reading time for students. The goal being to minimize conversation or talking at those times. Students can also remove masks at recess, during snack periods and outside during Physical Education classes.

Quarantines/Isolations and Positive Cases

In a situation that there is a positive case within the classroom, the entire classroom will be moved into a fully remote assignment. Close contacts will be notified as they would need to quarantine per the CDC guidelines. These guidelines state; *People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.* The teacher will provide instruction remotely throughout the quarantine period through Google Classroom as we have in the past.

Because of this, students will be expected to bring all materials to and from school daily, as the need for quarantine is often discovered and implemented within a very short period of time, ideally a few hours of discovery. We anticipate that many of these notifications would occur after school and would impact the following day.

Even once a teacher is fully vaccinated, the classroom will still need to shift to remote and the teacher will provide remote instruction from a designated location. A positive case would mean we would identify between 6-8 close contacts based on the one positive case. With that large a number being out, and with smaller distancing, we would move the class remote to minimize potential spread and to offer consistent instruction for the whole class.

In the case that a Unified Arts teacher must quarantine, every attempt will be made to find a substitute. In the case that no substitute is available, and the teacher is well enough to teach, the Unified Arts teacher will “zoom” into the classroom and students will remain in their classroom for the unified arts lesson. Every attempt will be made to provide coverage for the duration of the unified art lesson to provide teacher plan time.

In the case that a student must quarantine and they are not to have been determined to be in close contact with their classmates, the student will be provided with a packet of grade level appropriate work, and “room and zoom” will only be explored if it is available for all students.

Arrival and Dismissal

The student day will begin at 8:15 and end at 2:45. Parents/guardians will line up at the front lawn of the Bales school to pick up their students. We anticipate a greater number of families opting to pick up and drop off their child daily. This will likely increase traffic in and around the Jacques campus. We would solicit support from the Milford Police Department to assist the first week of full in-person and assess any traffic flow issues.

Proposed Timeline (Jacques Memorial School)

An Academic Choice Form will be sent to families pending the Milford School Boards decision to offer a full in person model at JMS, on Wednesday, March 3rd. Each family will need to submit a choice form indicating the preferred instructional model, full day or remote by Wednesday, March 10th. A virtual parent forum (via Zoom) will be held on Thursday, March 4th so that information regarding the full day plan can be shared and questions can be asked so that parents can make an informed decision.

A planning/setup day is proposed for Friday, April 2nd to allow staff to set up their instructional space to accommodate a full day program.

Action/Event	Proposed Original Timeline	New Timeline (3/1/21 School Board Mtg.)
Parent Survey	Jan 19	Jan 19th
School Board Directive	Feb 1	Mar 1st
Academic Choice Form Sent	Feb 3	Mar 3rd
School Re-opening Committee Meeting Draft Plan Reviewed	Feb 8th	Mar 2nd
JMS Staff Meeting	Feb 10th	Mar 3rd
Parent Forum	Feb 4th	Mar 4th
Academic Choice Form Due	Feb 10th	Mar 10th
Teacher Assignment/Classroom Placement Notification (Teacher)	Feb 12th	Mar 12th
Classroom Placement Notification (Parent)	Feb 15th	Mar 15th

Power School Update Deadline		Mar 26th
Planning/Set-up Day	Feb 19th	Apr 2
Full Day Begins	Mar 1	Apr 5

Anticipated expenses

- Student safe cleaning supplies for each classroom.
- Computer safe cleaning supplies for the computer lab.
- Additional masks for students and teachers
- Clipboards for all students for outdoor learning
- Buses (additional runs or buses)
- A permanent substitute position
- Art/Music/PE learning kits
- Kindergarten play kits: 145 kits
- Indoor recess carts
- Potentially an officer to assist with increased parent traffic on Elm Street

Questions From The School Board

1. What percent of students/families choose the following education models:
Remote: 17.6%
Hybrid: was not offered as a choice
Full In-Person: 82.4%
2. What is the total percentage of students/families that have responded to the above question? *87%*
3. How many students/families have not responded from your building? Have or will you attempt to contact these non-respondents? *31 families have not responded to the survey. We have not contacted those families. For planning purposes, we are operating under the assumption that remote families will stay remote and hybrid families will select a full in person model. An academic choice form will be sent home to families once a full In person option is available on March 3rd. Contact will be made with each family that does not respond.*
4. Do you currently have adequate staffing to cover classroom teachers, substitute needs, and nursing in your building? *Classroom teachers- Yes, Nurse - Yes, Instructional aides No, substitutes - please review the Staff Needs section above.*
5. How many additional staff would you need to facilitate Full In-Person education? *It would be ideal to fill at least 4 of the instructional aide positions. These staff are necessary to provide supervision of students. Please review the Staff section above.*
6. Would your building have adequate transportation/bussing to accommodate Full In-Person? If not, what would the proposed solution be? *Please refer to page 9 of this document.*

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7. Was bus transportation or lack of it, factored into questionnaires answered by parents? *All Choice Forms and Surveys from Jacques asked if transportation by bus was required as it determined the AM or PM session. No form or survey mentioned spacing or safety protocols for riding a bus.*
 8. Can you identify where most of the close contact issues in your building have been identified so far? (classroom, bus, sports, etc.) *At Jacques Memorial School, most close contact has occurred within the administrative offices and staff lunchroom with staff. We have also identified close contact with small group instruction with students.*
 9. In a Full In-Person scenario, how far apart would students be? Center of the desk to the center of desk or extent of student reach to extent of other students reach? *(see p. 17) Students would be 3 feet apart as measured shoulder to shoulder. Which constitutes close contact. Center of desk to center of desk would equal 5 feet which still constitutes close contact. Please note that DHHS does not consider mask wearing when determining close contact. The distance and time are the only considerations.*
 10. In a Full In-Person scenario, how many students will be in each classroom in your building? Until each family completes the academic choice form this is unknown. *(see p. 10) Based on the survey administered on January 19th, the anticipated average full in person class size in Grade one is 18 students and the anticipated average full in person class size for Kindergarten is 15 students.*
 11. How would Unified Arts classes be addressed? *(see p. 13) Unified Arts will take place in their respective instructional spaces (Music Room, Art Room, Library). These spaces will be arranged to promote social distancing at 3 feet when possible. To eliminate the need to share materials, each student will be provided with a kit for Art, Music, and Physical Education.*
 12. How would distancing change if the gym, outdoor space, and/or unified arts rooms were potentially used as regular classrooms? *The unified arts classrooms are not larger than other classrooms, The gym and outdoor spaces could be used as classrooms and would allow for greater social distancing, however this is not recommended for several reasons (weather, supervision, acoustics, etc.)*
 13. How much time would be spent 're-acclimating' students and teachers to a Full In-Person scenario? *It is recommended that classroom teachers devote a week to establish new routines, procedures and build new relationships between peers and teachers.*
 14. Would any additional student's schedules need to be modified to accommodate a Full In-Person Scenario? *A new daily instructional schedule including new times/periods for lunch, recess, unified arts, intervention and core content instruction is needed. This will be finalized once the number of in-person classes has been determined.*
 15. If additional students currently enrolled in full remote decided they wanted to be Full In-Person, could you accommodate these extra students? *(see p. 10) We would have to review the current enrollment of students to ensure safety. Currently, our 1st grade hybrid classrooms are close to capacity.*
 16. If an entire classroom is forced to quarantine due to exposure, how will this be addressed? *The entire class would have to shift to remote for the duration of the 10 day quarantine for all of the close contacts within the room. The classroom teacher would provide remote instruction to the class during the quarantine period.*
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17. If we were to remain Hybrid, in what ways would you suggest we could improve the current model? *We could make all Wednesdays AM and PM sessions for the remainder of the year. This would add consistency with the weekly schedule and additional 2 hours of in person instruction every other week.*
 18. Will the overall caliber of education we can provide our students over the next 14 weeks be most beneficial in a Hybrid Model or in a Full In-Person Model? *Yes, the overall caliber of education is very beneficial for our students in a full in-person model. We know consistency is essential for student achievement. The additional instructional time would allow teachers to devote more time to all core content curriculum as well effectively differentiate instruction by providing more small group instruction.*
 19. Would the emotional benefits of a Full In-Person Model of Education outweigh the challenges? *The potential for students to have a change in teachers, peer groups, schedules, and expectations are challenges. The benefit of a full return is the amount of direct instructional time would increase and students would have more time devoted to developing social emotional skills.*
 20. Is there a way to improve upon the hybrid model to address these emotional deficiencies? *We have many SEL supports in place currently in the hybrid model see "Social Emotional Supports".*

HERON POND ELEMENTARY SCHOOL

Heron Pond Elementary School houses traditional grades 2-5, as well as the MEEE program, a Project DRIVE classroom, and The Learning Center (IDD Program).

Since the start of the 2020-2021 academic year Heron Pond Elementary has been running 3 scheduling models; the hybrid AM/PM Cohort schedule for students attending on site, a remote only schedule for students who opted to not attend in person, and a full day in person schedule for a small critical needs population. See Table 1 for breakdown of enrollment.

Loss of Hybrid Option (Both JMS and HP)

If the elementary schools shift to a full return model we would lose the option for a hybrid AM/PM model. The reason this option is lost is due to the bus routes changing to a full run covering the whole town and not two runs covering half of the town each time. Additionally, the placement changes we would be required to make would not allow for a shift to the AM/PM model. The student's current AM/PM placements are based on the geographic location of students and the bus runs to provide transportation to school for the appropriate sessions.

Timing of Roll Out

We anticipate that it will require four weeks lead time to shift into this model. This is required to complete the process of putting the moving parts into place. We anticipate it will take 4-5 days to redistribute students into their new classes and then 2 more days to notify families of changes as each change has to be communicated individually to each family that is impacted. Students will need to be switched within PowerSchool into their new classes for attendance purposes and tracking, this process can't be started until all students are hand placed into their new classroom. This process would take

approximately one week. Additionally student report cards will need to be adjusted to be accessed by their new teachers. The nurse will need 2 days to notify teachers of medical needs of their new students. Special Education teachers and related services providers would need to speak with general education teachers to inform them of services, resources and any accommodations.

Transition Time

Teachers will require some time for the integration of new students into their classrooms and to reintroduce students to the expectations and procedures of a full day. We anticipate that classroom teachers will pause the focus on teaching academic curriculum for a week in order to develop community with their students as we did when we came back in the fall per our reopening plan.

Teachers will need time to prepare their classroom for their new students, to gather, and provide materials from incoming and outgoing students to their new teachers.

Table 1: Current Cohort Enrollment Breakdowns

	MEEE	Grade 2	Grade 3	Grade 4	Grade 5
Hybrid Cohort	35	101	94	111	99
Remote Cohort	0	46	29	31	48
Full In*	n/a	2	0	2	6
Total Grade	35	149	123	144	153

Students meeting a predetermined standard of more than 60% out of classroom instruction; where selected for this option

Table 2: Current Classroom Teacher Breakdowns

	MEEE	Grade 2	Grade 3	Grade 4	Grade 5	Drive	IDD
Hybrid Only	2	5	3	5	5	-	-
Remote Only	0	1	0	1	2	-	-
½ Live and ½ Remote	0	2	3	2	0	-	-
Full In	-	-	-	-	-	1	1
Total Grade	2	8	6	8	7	-	-

Table 3: August Academic Choice Form Responses

Hybrid	386
Fully Remote	151
Total	537

*71 Non Responses - placed into hybrid as placeholders

Table 4: January 2021 Survey Responses

	MEEE	Grade 2	Grade 3	Grade 4	Grade 5
Full Live		107	97	120	121
Fully Remote		42	26	22	32
Total Grade		149	123	144	153

Table 5: Class Sizes Schedule

Class Size Breakdown			
Grade	Teachers	Live In-person Full Day	Fully Remote
2nd Grade	8 Teachers	107 students = 6 @ 18	42 students = 2 @ 21
3rd Grade	6 Teachers	97 students = 4 @ 25	26 students = 2 @ 13
4th Grade	8 Teachers	120 students = 6 @ 20	44 students = 2 @ 22
5th Grade	7 Teachers	121 students = 5 @ 25	32 students = 2 @ 16

*yellow indicates classes that are larger or smaller than usual to accommodate the academic choices of families.

Redistribution of Students & Teaching Assignments

In order to accommodate the requested mode of instruction the following redistribution of classes will occur. Teachers of in person students both AM and PM will combine their sections into one full day section. Teachers of fully remote classes will combine their AM and PM sections into one full day section of remote. The teachers who currently teach one section of live and one section of remote will be assigned to either full day live or full day remote classes. Those teachers can keep the students they currently have in the model they will deliver instruction in. Those students who are choosing the model they do not deliver instruction in will be moved into a placement with a new teacher that can deliver instruction to them in the model they have selected.

We expect there will be no less than 80 students who will be reassigned to a new teacher, based on this redistribution of students. This will not only impact families that have opted for a change in instructional model, but also those who need to be moved based on their classroom teacher being put into a delivery model that doesn't match the students'.

Classroom Setup

When calculating the maximum amount of students that can fit within a classroom at Heron Pond, the building administration used the following guidelines as set forth by the reopening plan:

1. Students will be seated at stand alone desks.
2. Desks will face forward.
3. Students and staff will have 3 to 6 feet in space to move around the classroom with minimal physical contact.

Classrooms will be set up in a traditional row set up, with all students facing forward. A classroom will have 20-25 student desks at 3 feet apart. In classrooms that require 25 desks the teacher's desk and work table will need to be removed. A teacher will have space at the front of the classroom to freely walk in front of the board to deliver instruction.

Students will hang their jackets and backpacks on the back of their seats to minimize congregating at the coat hooks.

Outdoor Spaces

Southern New Hampshire spring weather is notoriously not dependable. However in the case that the weather is suitable, teachers are welcome to provide instruction outside in available spaces. Once the snow is melted and the ground is dry enough, teachers are welcome to take students outdoors for instructional times as they would like. The grassy areas around the building are ample enough to accommodate several classes at a time.

To support an environment where students can focus and produce work as needed, we would need to purchase clipboards for each student.

Staffing

Staffing at Heron Pond has been difficult since the opening of school. There are 3 teachers available for remote only assignments for approved reasons and 2 teachers that were granted year long leaves of absence by the school board. We were able to hire 2 long term substitute teachers for those on leave. We currently have only 3 of 6 instructional assistants positions filled and several open positions listed below.

Open Positions (as of 2/26/21)

- Reading/Writing Specialist
- Occupational Therapist

-
- Long-term Substitute teacher, grade 5
 - Secretary I
 - (4) 1:1 Associates
 - Program Associate
 - Long-term Program Associate Substitute, pre-school
 - (3) Instructional Associates
 - (2) Title I Interventionists

Unified Arts

Library: The furniture will be moved as directed by the librarian in order to increase social distancing to 3 feet. Teachers will be able to distance themselves at 6 feet.

Computers: In order to fit a whole class, the computer lab will need to be changed from the circular model of tables to rows of tables. Students will have their own headphone set and a computer safe disinfectant will be provided for the students to wipe down their computers with.

Art: Students will be able to socially distance themselves within 3 feet at shared tables. There is the potential that materials may need to be shared. Teachers will be able to distance themselves at 3 feet.

Music: Students will be able to socially distance themselves within 3 feet. There is the potential that students will need to share materials in the classroom. Teachers will be able to distance themselves at 3 feet.

Physical Education: Students will be able distance themselves within 6 feet when working on skills that don't require interaction of a large amount of movement. As weather permits, physical education classes can be held outside.

Remote classes will follow their grade level schedule, and during their Unified Art times the teacher will zoom their instruction to their remote class.

Interventions

Interventions would occur during the Intervention & Extension times within their master schedule. Students who are remote will zoom into their interventionist time.

Social Emotional Supports

Currently Heron Pond is offering a variety of tier 1, 2, and 3 social emotional supports. These supports include at the tier 1 level, Responsive Classroom based morning meetings, incorporation of Choose Love programming and as well as the Behavioral Skill of the Week program. In addition students are all able to access virtual "lunch bunch" small group social skills groups offered by the guidance staff, as well as the virtual "zen den" support by our Social Worker. Tier 2 SEL supports include virtual and in person individual counseling sessions with our guidance counselors and social workers. Our Tier 3 supports include individual live and virtual sessions with our Mental Health Counselor, and the expertise of our

STRIVE and DRIVE special education case managers and their support staff for a population of students per their IEP.

In addition, Milford School District will be hosting three Lynn Lyons presentations, two for our building staff, one addressing anxiety in the classroom and another addressing staff self care. The third presentation is provided in the evening to all families that provide support and resources for families in addressing the emotional needs of the family during these uncertain times.

Chart 1: Master Schedule

Master Schedule 20-21					
Grade 2 Group A	Grade 2 Group B	Grade 3	Grade 4	Grade 5 Group A	Grade 5 Group B
8:30-8:40 Arrival	8:30-8:40 Arrival	8:30-8:40 Arrival	8:30-8:40 Arrival	8:30-8:40 Arrival	8:30-8:40 Arrival
8:45-9:00 Morning Meeting	8:45-9:00 Morning Meeting	8:45-9:00 Morning Meeting	8:45-9:00 Morning Meeting	8:45-9:00 Morning Meeting	8:45-9:00 Morning Meeting
ELA 9:00-10:05 (Core) 10:05-11:05 I & E 125 Minutes	ELA 9:00-10:05 (Core) 10:05-11:05 I & E 125 Minutes	Math 9:00-9:50 (Core) 9:50-10:20 (I & E) 80 Minutes SC/SS/STEAM 10:20-11:05 45 Minutes	ELA 9:00-10:00 (I & E) 10:00-11:05 (Core) 125 Minutes	SC/SS/STEAM 9:00-9:50 50 Minutes 9:55-10:45 Special	9:05-9:55 Special SC/SS/STEAM 10:00-10:50 50 Minutes
11:10-11:30 Lunch 11:35-11:55 Recess	11:10-11:30 Lunch 11:35-11:55 Recess	11:10-11:30 Recess 11:35-11:55 Lunch	11:10-12:00 Special	Math 10:50-11:35 (Core) 11:35-12:05 (I & E) 75 Minutes	Math 10:50-11:35 (Core) 11:35-12:05 (I & E) 75 Minutes
11:55-12:00 Transition	11:55-12:00 Transition	11:55-12:00 Transition	12:00-12:05 Transition	12:05-12:10 Transition	12:05-12:10 Transition
Math 12:00-12:30 (I & E) 12:30-1:20 (Core) 80 Minutes	Math 12:00-12:30 (I & E) 12:30-1:20 (Core) 80 Minutes	12:05-12:55 Special	12:10-12:30 Lunch 12:35-12:55 Recess	12:10-12:30 Recess 12:35-12:55 Lunch	12:10-12:30 Recess 12:35-12:55 Lunch
1:20-2:10 Special	SC/SS/STEAM 1:20-2:05 45 Minutes	ELA 1:00-2:00 (Core) 2:00-3:00 (I & E) 120 Minutes	Math 1:00-1:45 (Core) 1:45-2:15 (I & E) 75 Minutes	ELA 1:00-2:00 (I & E) 2:00-3:00 (Core) 120 Minutes	ELA 1:00-2:00 (I & E) 2:00-3:00 (Core) 120 Minutes
SC/SS/STEAM 2:15-3:00 45 Minutes	2:10-3:00 Special		SC/SS/STEAM 2:15-3:00 45 Minutes		
3:00-3:15 Dismissal	3:00-3:15 Dismissal	3:00-3:15 Dismissal	3:00-3:15 Dismissal	3:00-3:15 Dismissal	3:00-3:15 Dismissal

Teacher Plan Time

Within the Collective Bargaining Agreement for the Milford Teachers Union, professional staff have 200 minutes of unencumbered planned time weekly. Teachers day begins 15 minutes before the scheduled arrival of their students.

In order to meet the unencumbered plan time requirement within the CBA, the schedule above utilizes the time period that the classes attend their Unified Arts (Physical Education, Art, Music, Library, Computers) to fulfill the planning time outlined in the CBA. Students will move through their daily schedule as shown in Chart 1.

Teacher Lunch

Teachers will eat lunch during the time students are at recess. Teachers will be able to eat lunch in an area within their classroom, the cafeteria, room 903 and the STEAM room.

In the case of inclement weather students will stay within their classroom for recess. Substitutes or other staff members will have to cover as teachers have their lunch at this time.

Student Lunch

Students will eat lunch within their classroom, under the supervision of their teacher. The teacher may eat their lunch while the classroom is at recess. Lunches will be bagged/boxed lunches. By having bagged lunches, there will not be a need for leftovers to be handled by staff. Students will be expected to wipe down their own desk and chair after lunch with an appropriate cleaning supply.

When the weather is suitable, teachers may have their students eat their lunches outside.

Student Recess

Students will remain with their classroom cohort for recess. Distancing will be difficult to maintain during recess times and can not be guaranteed. Cohorts will rotate through the blacktop, basketball courts, field and playground on a weekly basis.

In the case of inclement weather students will stay within their classroom for recess.

Health and Safety Protocols

- Face masks
- Regular handwashing & sanitizer wash
- Daily arrival temperature checks
- Cleaning protocols between classes and nightly after-school cleaning
- Please see pages 6 and 7 of this document for an in-depth explanation of cleaning protocols.

Mask Breaks

Mask breaks would be provided once in the AM and once in the PM. These would be similar to what we currently have with an option for teachers to take students outside for a walk or break when the weather permits. When the weather is poor, these breaks would also be similar to what we do now. Teachers can use that time as a read aloud or silent independent reading time for students. The goal being to minimize conversation or talking at those times.

Quarantine/Isolation and Positive Cases

In the case that there is a positive case with the classroom, the entire classroom will be moved into a fully remote assignment. Close contacts will be notified as they would need to quarantine per the CDC

guidelines. These guidelines state; People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department. The teacher will provide instruction remotely throughout the quarantine period through Google Classroom as we have in the past.

Because of this, students will be expected to bring all materials to and from school daily, as the need for quarantine is often discovered and implemented within a very short period of time, ideally a few hours of discovery. We anticipate that many of these notifications would occur after school and would impact the following day.

Even once a teacher is fully vaccinated, the classroom will still need to shift to remote and the teacher will provide remote instruction from a designated location. A positive case would mean we would identify between 6-8 close contacts based on the one positive case. With that large a number being out, and with smaller distancing, we would move the class remote to minimize potential spread and to offer consistent instruction for the whole class.

In the case that a Unified Arts teacher must quarantine every attempt will be made to find a substitute. In the case that no substitute is available, and the teacher is well enough to teach, the Unified Arts teacher will “zoom” into the classroom and students will remain in their classroom for the unified arts lesson. Every attempt will be made to provide coverage for the duration of the unified art lesson to provide teacher plan time.

In the case that a student must quarantine and they are not to have been determined to be in close contact with their classmates, the student will be provided with a packet of grade level appropriate work, and “room and zoom” will only be explored if it is available for all students.

Storage

In order to meet the 6 feet distancing recommendation most classroom furniture has been moved and stored in the Gym and Cafeteria. The custodial staff will be bringing only the required desks from storage for each room and all remaining items in the gym will be moved into the cafeteria, as the gym will be in use for Unified Arts. The Cafeteria would not be accessible to students.

Arrival and Dismissal

The student day will begin at 8:30 and end at 3:00. It is anticipated that students drop off and pick up will take more time as we have many more families providing transportation for their children than we normally do. If the pick up line becomes long enough that it is impacting the ability to get the buses into the Heron Pond lot, we may have to consider releasing our pick up students a bit earlier to get cars moving sooner. While a staggered start and dismissal was discussed, we are unable to stagger students based on grade level or mode transportation because of multi grade level families, appropriateness of having students sit on the bus for long periods of time, and the impact of a staggered time on instructional time and unified arts.

Substitutes

Outside of the need for substitutes due Covid-19 related reasons, the demand for substitutes remains high. We will continue to post for substitute positions and would try to hire a permanent substitute if possible to help with coverages. In the event that multiple staff members are out for quarantine or for more typical reasons we face daily, we will utilize as many subs as we can. In the case a substitute cannot be secured we would look for other staff members we could utilize to cover as needed. This would of course pull them from their typical responsibilities.

Anticipated expenses

- Student safe cleaning supplies for each classroom.
- Computer safe cleaning supplies for the computer lab.
- Additional masks for students and teachers
- Clipboards for all students for outdoor learning
- Buses (additional runs or buses)
- A permanent substitute position
- Potentially an officer to assist with traffic on Whitten Road

Next Steps

If the board makes the recommendation to reopen fully at Heron Pond we will send out an Academic Choice Form on Wednesday, March 3rd. The survey would be due within 3-5 days of sending. Administration and staff would then have to contact any families who did not complete the form to determine their choice. The responses from this survey will be critical as the information will be needed in order to build class placement as equally and appropriately as possible. Administration would utilize the following two weeks to complete the placement process based on the results. The Full In-Person Learning Model would begin on Monday, April 5, 2021.

Board Questions and Answers or Answer Locations

1. What percent of students/families choose the following education models: [Please refer to table #4 in this Heron Pond Reopening Narrative.](#)
2. What is the total percentage of students/families that have responded to the above question? [Please refer to table #4 in this Heron Pond Reopening Narrative.](#)
3. How many students/families have not responded from your building? Have or will you attempt to contact these non-respondents? [Approximately 130 students did not return the January survey. Multiple emails were sent out via the Principal's weekly update as well as an announcement popup on the school's website encouraging families to answer. A larger % of our remote families did not respond. This may likely be that they don't have a desire to return fully, therefore they did not respond to a survey about a "full return"](#)
4. Do you currently have adequate staffing to cover classroom teachers, substitute needs, and nursing in your building? [Staffing has been incredibly challenging at Heron Pond this year.](#)

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- a) We currently have 28 of our 29 classroom teachers with a LT sub posting unfilled
 - b) We do not have any regularly available substitute teachers
 - c) We do have a full time nurse
5. How many additional staff would you need to facilitate Full In-Person education?
Heron Pond has 15 unfilled positions at this time. While they may not all need to be filled in order to move forward with a full return some would be vital. Additionally, we would need to hire 1-2 full time substitutes to fill holes as needed. See Staffing section in this Heron Pond Reopening Narrative
 6. Would your building have adequate transportation/bussing to accommodate Full In-Person? If not, what would the proposed solution be? See "Bussing" section of this Heron Pond Reopening Narrative.
 7. Was bus transportation or lack of it, factored into questionnaires answered by parents? All Choice Forms and Surveys from Heron Pond asked if transportation by bus was required as it determined the AM or PM session. No form or survey mentioned spacing or safety protocols for riding a bus.
 8. Can you identify where most of the close contact issues in your building have been identified so far? (classroom, bus, sports, etc.) Close contracts within the building have mostly occurred on the bus. We have had only a few instances where in school circumstances resulted in close contacts during the school day.
 9. In a Full In-Person scenario, how far apart would students be? Center of the desk to the center of desk or extent of student reach to extent of other students reach? Students would be 3 feet apart as measured shoulder to shoulder. Which constitutes close contact. Center of desk to center of desk would equal 5 feet which still constitutes close contact. Please note that DHHS does not consider mask wearing when determining close contact. The distance and time are the only considerations.
 10. In a Full In-Person scenario, how many students will be in each classroom in your building? Until each family completes the academic choice form this is unknown. See table #5 in this Heron Pond Reopening Narrative
 11. How would Unified Arts classes be addressed? See "Unified Arts" section in this Heron Pond Reopening Narrative
 12. How would distancing change if the gym, outdoor space, and/or unified arts rooms were potentially used as regular classrooms? Heron Pond's classroom sizes are adequate and no rooms would need to be relocated to a larger space.
 13. How much time would be spent 're-acclimating' students and teachers to a Full In-Person scenario? See "Transition Time" section in this Heron Pond Reopening Narrative.
 14. Would any additional student's schedules need to be modified to accommodate a Full In-Person Scenario? All students would follow the same Master Schedule. See Chart #1 of this Heron Pond Reopening Narrative.
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15. If additional students currently enrolled in full remote decided they wanted to be Full In-Person, could you accommodate these extra students? [We could allow students to change to the in person model in grades 2 & 4 as we can accommodate this. We can not accommodate this shift in grades 3 & 5 as those grades have less teachers and therefore have the largest class sizes. See Table #5 of this Heron Pond Reopening Narrative.](#)
 16. If an entire classroom is forced to quarantine due to exposure, how will this be addressed? [The entire class would have to shift to remote for the duration of the 10 day quarantine for all of the close contacts within the room. See the "Quarantine and Positive Cases" section of this Heron Pond Reopening Narrative](#)
 17. If we were to remain Hybrid, in what ways would you suggest we could improve the current model? [We could make all Wednesdays AM and PM sessions for the remainder of the year.](#)
 18. Will the overall caliber of education we can provide our students over the next 14 weeks be most beneficial in a Hybrid Model or in a Full In-Person Model? [This time period of 9-10 weeks could be consistent for families, students, and staff in the hybrid model. In a full return, there will likely be unanticipated shifts for classes from live to remote upon learning of a positive case within a classroom.](#)
 19. Would the emotional benefits of a Full In-Person Model of Education outweigh the challenges? [In the elementary half day model, students receive consistent instruction and teacher interaction on 9 out of 10 days every two weeks. Changing teachers, peer groups, schedules, and expectations are challenges. The benefit of a full return is the amount of direct instructional time would increase. Which is more important is an opinion question that may vary from person to person.](#)
 20. Is there a way to improve upon the hybrid model to address these emotional deficiencies? [We have many SEL supports in place currently in the hybrid model see "Social Emotional Supports" section in this Heron Pond Reopening Narrative.](#)

MILFORD MIDDLE SCHOOL

Since the beginning of the 2020-2021 school year, Milford Middle School has been running an A/B Day Hybrid-Learning Model utilizing a WIN Wednesday. MMS has also been running a Fully-Remote Learning Model.

Return to Full In-Person Learning Model

Key Points:

1. MMS administration and staff will need a minimum of 4 weeks of preparation leading up to an All-In return.
2. It is recommended that the Full-In Person Learning Model commence with the start of 4th Quarter at MMS. PowerSchool functionality does not lend itself well to a mid-quarter switch. Any student who would receive new teachers or classes would lose any reported grades that happened earlier in the quarter.

3. Four additional teachers will need to be hired to create a new 7th/8th Grade Team to keep class sizes at a reasonable level. These positions have been posted.
4. Three foot social distancing will be the norm. MMS cannot guarantee that three feet can be adhered to in certain locations and situations.
5. In the event of a positive case, it is likely that the entire grade level will have to shift to remote learning during the 10-day exclusion period.
6. Social distancing guidelines on the busses will not be achievable.

* These key points are elaborated on throughout the MMS plan.

Choice Form Data

There were a total of 407 responses to the All-In Academic Choice Form. 24.38% (127) of students did not respond to the choice form. For the purposes of planning, we compared responses with our list of registered students and deduced who did not respond. We then assumed that they would continue in their current model (Hybrid=All-In; Remote=Remote). Table 1.1 shows the data from the choice form without any assumptions. It is worthy to note that the totals do not necessarily “add-up”. This is because some families completed the choice form more than once and chose a different model each time. We are in the process of clarifying this with these families.

Table 1.1 - Choice Form Data with No Assumptions

Grade	Total Students in Grade	Total Remote Requests	% Remote	Total All-In Requests	% All-In	Missing Requests	% Missing
6	154	42	27.27%	83	53.90%	34	22.08%
7	171	35	20.47%	96	56.14%	47	27.49%
8	194	31	15.98%	121	62.37%	46	23.71%
Total	521	108	20.73%	300	57.58%	127	24.38%

Table 1.2 shows the data from the choice form with assumptions made for missing responses based on the student’s current model. MMS decided to utilize assumptions based on current student choice due to the timing of this situation. Administration felt it was in the best interest of all stakeholders to not track down the 127 missing pieces of information knowing that it is possible that administration would be sending another choice form to indicate families’ final decision on the return to In-Person Learning Model during the first week of March. MMS administration feels that since the initial survey’s data was meant for planning purposes, there was enough information gathered to develop a plan.

Table 1.2 - Choice Form Data with Assumptions

Grade	Total Students in Grade	Total Remote Requests	% Remote	Total All-In Requests	% All-In
6	154	52	33.77%	107	69.48%
7	172	50	29.07%	126	73.26%
8	195	42	21.54%	156	80.00%
Total	521	144	27.64%	389	74.66%

Staffing

Adequate personnel continues to be a significant challenge during the COVID-19 pandemic. Currently, MMS has six staff members on remote assignment. In order to meet the expected demand of a full return to in-person Learning Model, MMS would have to hire an additional four teachers. These teachers would create a new 7th and 8th Grade Blended Team that is necessary to keep class sizes at a reasonable level.

Table 2.1 - Class Sizes without Additional Staffing

Grade	Total All-In Requests	Number of Core Classes	Students per class
6	107	6	17.83
7	126	5	25.20
8	156	5	31.20

Table 2.2 - Class Sizes with Additional Staffing

Grade	Total All-In Requests	Number of Core Classes	Students per class
6	107	6	17.83
7	126	6	21.00
8	156	8	19.50

It is also important to note that it is very likely that students, especially 7th and 8th graders, will receive a new schedule and have new teachers. There is also concern that we may not get qualified applicants to fill these additional positions. ***If that is the case, we would not be able to accommodate all the students who want to attend MMS in a full in-person Learning Model.*** MMS would have to ask for families to volunteer to opt for a fully-remote learning model. Alternatively, students in assigned classes may have to be split into separate locations. For example, Teacher A’s first period class may have 32 students in it. These students would be divided into two groups of 16. While Group 1 is in class receiving instruction, Group 2 could be in the cafeteria/library/vacant room, working independently. Half way through the class, Group 2 would move to Teacher A’s room while Group 1 would move to the cafeteria/library/vacant room. This is less than ideal because students would be receiving 50% less instructional time with their assigned teacher each day.

Regardless of the situation, the **key to having a successful transition to a full in-person Learning Model is having enough staff available to supervise the students.** If additional staff is unable to be hired, administration and counselors would have to supervise many classes. There would be a critical staffing shortage with any additional staff absences. In these instances, it is possible that remote days would be called if there is not enough staff available to supervise students. These remote days would likely be decided upon in the early morning hours leaving families with short time to prepare.

Substitutes continue to be a struggle. There haven’t been regular substitutes all school year. Vacant positions are covered by available staff such as school counselors, the social worker, associates, and administration. In regards to nursing staff, MMS is fully staffed in the Health Office.

Lunches

In the current Hybrid Learning Model, MMS is utilizing three lunch periods throughout the day utilizing 63 desks spaced six feet apart in the cafeteria while also utilizing 18 seats in an “overflow” room for a total of 81 seats. In a full in-person learning model, MMS would have to expand to five lunch periods. The desks would be removed from the cafeteria and the traditional lunch tables would be used. The spacing in the cafeteria and the “overflow” room would be reduced to three feet. MMS would then have 90 seats in the cafeteria and another 28 seats in the “overflow” room for a total of 118 seats per lunch.

Table 3.1 - Lunch Seats

Grade	Total All-In Requests	Total Seats in Cafeteria (w/lunch tables)	Total Spots in Overflow (rm 105)	Total Seats
6	107	90	28	118
7	126	90	28	118
8	156	90	28	118

To accommodate the additional lunches, 7th and 8th grade teams would be split into two lunch groups. For example, while 7A eats lunch, group 7B has Titan Time and vice versa. This would ensure that instructional time is not lost. It is important to note, however, that for the students who have Titan Time,

they would not have access to approximately half of their teachers since they would be on lunch during that time.

The full in-person lunch schedule still allows for 10-12 minutes of time between lunches for sanitation to occur. It is important to note that this expanded lunch schedule will have a financial impact. This adjustment will call for an estimated 88 additional hours for each of the three kitchen staff at MMS.

Table 3.2 - All-In Lunch Schedule

Lunch (8A)	10:56-11:16 (20)
Sanitation (12)	
Lunch (8B)	11:28-11:48 (20)
Sanitation (11)	
Lunch 6th	11:59-12:19 (20)
Sanitation (10)	
Lunch (7A)	12:29-12:49 (20)
Sanitation (12)	
Lunch (7B)	1:01-1:21 (20)

Master Schedule - Full In-Person Learning Model

With the full in-person learning model, the only major adjustments are to the 7th and 8th grade schedules to allow for the additional lunch periods. The 6th grade schedule will remain unchanged.

Table 4.1 - Full In-Person Master Schedule

Grade 6			Grade 7			Grade 8		
Period	Blue / White days		Period	Blue / White days		Period	Blue / White days	
12	HR	7:30-7:37	12	HR	7:30-7:37	12	HR	7:30-7:37
1	1	7:38-8:25 (47)	1	Advisory	7:38-7:58 (20)	1	Advisory	7:38-7:58 (20)
	Mask break	8:26-8:36 (10)	2	1	7:59-8:38 (39)	2	Unified Arts 1	7:59-8:38 (39)
2	2	8:37-9:23 (46)		Mask break	8:39-8:46 (7)		Mask break	8:39-8:46 (7)
3	Advisory	9:24-9:44 (20)	3	2	8:47-9:27 (40)	3	Unified Arts 2	8:47-9:26 (39)
4	3	9:45-10:30 (45)	4	Unified Arts 1	9:28-10:07 (39)	4	1	9:27-10:07 (40)
	Mask break	10:30-10:40 (10)		Mask break	10:08-10:15 (7)		Mask break	10:08-10:15 (7)
5	4	10:41-11:26 (45)	5	Unified Arts 2	10:16-10:55 (39)	5	2	10:16-10:55 (39)
	Titan time 6	11:28-11:58 (30)		3	10:56-11:42 (41)		Lunch (8A)	10:56-11:16 (20)
	Lunch (Mask break)	11:59-12:19 (20)		Mask break	11:43-11:49 (6)		Titan Time (8B)	10:56-11:27 (31)
10	Unified Arts 1	12:20-1:09 (49)	7	4	11:50-12:28 (38)		Lunch (8B)	11:28-11:48 (20)
	Mask break	1:10-1:17 (7)		Lunch (7A)	12:29-12:49 (20)		Titan Time (8A)	11:17-11:48 (31)
11	Unified Arts 2	1:18-2:07 (49)	10	Titan Time (7B)	12:29-1:00 (31)	7	3	11:49-12:31 (42)
	Gr 6 dismissed at 2:07			Lunch (7B)	1:01-1:21 (20)		Mask break	12:32-12:46 (7)
				Titan Time (7A)	12:50-1:21 (31)	10	4	12:47-1:19 (42)
			11	5	1:22-2:10 (48)		Mask break	1:20-1:27 (7)
						11	5	1:27-2:10 (42)

Curriculum & Instruction

Teachers will need adequate time to adjust their curricula and pedagogy to meet the needs of the All-In Learning Model. A shift to the All-In Learning Model will afford all students instruction five days per week.

It is anticipated that teachers may have to “pause” their curricular sequence in order to reestablish expectations and procedures in their classrooms as many students will likely have brand new teachers and schedules. Furthermore, teachers will have to spend some time establishing rapport with their new students and ensuring that students have time to get to know one another.

It is also anticipated that spring standardized assessments will impact instructional time in the classroom. The data received from these tests, especially the NWEA, however, will provide staff with essential data to adequately prepare curriculum and instruction for the 2021-2022 school year.

Restrooms

In the current Hybrid Learning Model, students are capped at 2 or 3 patrons at a time. This is to ensure social distancing. To ensure appropriate restroom access in the Full In-Person Learning Model, the current capacity restrictions would be eliminated. Instead, all students will be required to use the restrooms on the first floor. Restrooms on the second floor will be closed to students. This restroom limitation will help the custodians maintain a disinfecting schedule for student restrooms.

Health and Safety Protocols

- Face masks
- Regular handwashing & sanitizer wash
- Daily arrival temperature checks
- Cleaning protocols between classes and nightly after-school cleaning
- Please see pages 6 and 7 of this document for an in-depth explanation of cleaning protocols.

Mask Breaks

In the current Hybrid Learning Model, students are afforded mask breaks throughout the day. Unless there is inclement weather, these breaks take place outdoors. In the event of inclement weather, because we are able to maintain at least six feet of social distancing, indoor mask breaks are an option.

In the Full In-Person Learning Model, MMS would still utilize outdoor mask breaks. However, during the event of inclement weather, indoor mask breaks would not be allowed due to being unable to maintain the recommended social distance of six feet.

Social Distancing

In the current Hybrid Learning Model, while in classrooms and in common areas (e.g. cafeteria, gymnasium, outdoor spaces), MMS students are distanced six feet or more. In the Full In-Person Learning Model, MMS will be able to ensure three feet social distancing in classrooms, unless there is a large change in the amount of families who choose Full In-Person. Students will be distanced by three feet during lunch period in the cafeteria as well. However, during the 20 minute lunch periods, students will be unmasked while seated only three feet apart.

In common areas, MMS cannot guarantee that students will remain at least three feet apart. For example, if it is raining outside and we need to move students indoors for morning arrival, the 8th graders are sent to the gymnasium. In this instance, if there are 156 8th graders milling about in half a gymnasium (other half used to store furniture), MMS cannot guarantee that all students will be at least three feet apart in this scenario. Additionally, during the transition times between classes, it is likely that students will not be able to meet social distancing guidelines in the hallways. Local health officials, however, have communicated that the risk of exposure in the halls as students are moving with masks on is quite low.

Lockers

Students would still be required to utilize backpacks to carry their belongings to limit time spent at lockers. In the current Hybrid Learning Model, students only use lockers to store their outerwear. In the Full In-Person Learning Model, we will continue this practice. The only major change is that students will be reassigned lockers based on their new schedules.

Outdoor Classroom Space

In the fall, MMS staff were encouraged to utilize outdoor space for classes. Many teachers took advantage of the outdoor spaces and many classes were held outdoors. This same approach will be used moving forward, regardless of model, as long as the weather is cooperative.

Contact Tracing

Close Contacts are defined as being within six feet of a positive COVID case for 10 minutes or more over the course of 24 hours, regardless of mask use. In the Hybrid Learning Model, positive student/staff cases at MMS have had minimal impact on others in the school community. At MMS, there has only been 1 instance of in-school transmission and this was due to the individuals not adhering to established guidelines. Additionally, there have only been 20 total close contacts identified from the 18 total positive student/staff cases. The Hybrid Model has minimized the impact COVID has had on the school community.

In the Full In-Person Learning Model, because students/staff would be within six feet of one another for longer than ten minutes, the impact a single, positive case will have could be significant. In the event of a positive COVID case, it is very likely that the entire grade level will have to quarantine (be fully-remote) for the 10-day quarantine period. This is due to the following factors:

- Because students will be within six feet of one another in class, a single positive case will automatically mean the 9 students seated in proximity to that student will be identified as close contacts. It is also quite likely the teacher will be a close contact as well.
- Having almost 50% of the class out on quarantine, will make planning curriculum and instruction very difficult on teachers. Also, all the students on quarantine will not receive live-instruction during the quarantine period.
- Due to the schedule and staffing structure of the middle school, kids are not able to travel in “pods” as recommended by health officials. This increases the potential close contacts.

Another implication of having to exclude entire grade levels is the impact this may have on Unified Arts (UA). Depending on the positive individual's schedule, MMS may have to exclude certain UA teachers which may create gaps in student supervision during the day. Alternatively, if an entire grade level is excluded and engaging in remote learning, there is the possibility the students may not receive direct, live instruction from their UA teacher(s). The UA impact is difficult to predict and will likely vary on a case-by-case basis.

Full Return to In-Person/Hybrid Options

If the full in-person Learning Model is adopted and implemented, at MMS, it may be possible to continue to utilize a Hybrid Learning Model should the COVID landscape dictate that this shift is necessary. Although this is possible, this Hybrid model will not be exactly the same as it had been before, and will require the administration to create an entirely new Hybrid Model, which will take time. For example, A/B Day cohorts will have to be created by administration and may be based on student last names (e.g. A-K = A Day). This may not be the case in every instance as administration will be looking to balance class sizes that are appropriate for the given model. Families will not be able to request a specific day (A or B) because the cohorts will be assigned based purely upon class sizes. It is also very possible that students will not be assigned to the same A/B Day as they are currently assigned to. This will likely create another new transition and new schedule for students attending school on-campus. Due to this additional transition, **MMS would require at least one-week to shift from a full in-person model back to a hybrid model** to ensure that there was plenty of time to communicate new schedules and procedures with students, families, and staff.

Remote Learning Day Schedule

If entire grade levels have to be excluded for contact tracing purposes, or the whole school has to go fully-remote for a period of time, Table 5.1 shows the schedule that will be followed. It is important to note that the UA periods may not have direct, live instruction depending on the situation. This schedule is very similar to the schedule used during the extended remote learning period around the holidays.

Table 5.1 - Remote Learning Day Schedule for Hybrid/Full In-Person Learning Model

Grade 6		Team 7		Grade 8	
Homeroom	9:30-9:39 (9)	Homeroom	9:30-9:39	Homeroom	9:30-9:39
1	9:41-10:20 (39)	1	9:41-10:08 (37)	UA8-1	9:41-10:06 (35)
2	10:22-11:01 (39)	2	10:09-10:46 (37)	UA8-2	10:08-10:43 (35)
Lunch	11:03-11:23 (20)	Break	10:47-10:52 (5)	Break	10:44-10:49 (5)
3	11:25-12:04 (39)	UA7-1	10:54-11:31 (37)	1	10:50-11:26 (36)
Break	12:05-12:10 (5)	Lunch	11:33-11:53 (20)	2	11:27-12:03 (36)
4	12:12-12:50 (39)	UA7-2	11:55-12:26 (31)	Lunch	12:05-12:25 (20)
UA6-1	12:52-1:27 (35)	3	12:28-12:59 (31)	3	12:27-12:58 (31)
Break	1:28-1:33 (5)	Break	1:00-1:05 (5)	Break	12:59-1:04 (5)
UA6-2	1:35-2:10 (35)	4	1:06-1:37 (31)	4	1:05-1:37 (32)
		5	1:38-2:10 (32)	5	1:38-2:10 (32)

It is also important to note that these potential schedule changes will not impact students who opt for the Fully-Remote Learning Model. These remote learning schedules will be applicable to the Hybrid or full in-person learning models.

Extracurriculars & Athletics

MMS will utilize similar procedures as to how these activities were conducted in the fall and winter seasons. Decisions will be made in collaboration with building administration, the district athletic directors, SAU administration, and local health officials. If any team, club, or group has a single positive case, that entire team, club, or group will be directed to quarantine for 10-days and identified as close contacts.

If it is discovered that an extracurricular participant has withheld information about testing positive for COVID-19, that student will no longer be allowed to participate in extracurricular activities for the remainder of the season.

Next Steps

MMS Administration will send out a binding academic choice form as soon as a decision is made by the Board. Binding means that families will still have the choice to switch models in the future, but we are asking families to make a commitment for the remainder of the school year. Changing a student's model mid-quarter is disruptive to the student's education and it is imperative that these decisions are thought through carefully and decisions are made based on the best interest of the student and their family. Should this situation arise, parents/guardians are asked to reach out to administration to begin the collaborative decision making process.

The administration needs the information in a timely manner in order to reschedule students. The new choice form must be sent out the week of March 1, 2021. The survey would be due within 3-5 days of sending. Administration and staff would then have to contact any families who did not complete the form to determine their choice. Administration would utilize the following two weeks to completely reschedule the school. Families would be notified of schedules during the week of March 29, 2021. The Full In-Person Learning Model would begin on Thursday, April 8, 2021, which is the beginning of the 4th Quarter at MMS.

In order for the middle school to adequately prepare and implement these changes a decision must be made at the March 1, 2021 Milford School Board meeting and the academic choice form must be sent out as soon as possible. **MMS administration and staff will require at least 4-weeks to prepare for this transition.** Furthermore, the custodial and maintenance crews will need plenty of time to move furniture throughout the building.

Important Dates

March 1 - School Board meeting

March 3 - Academic Choice Form sent via email

Week of March 8 - Contact any families who did not complete the choice form

March 15 - March 26 - Create new schedules for students/staff

Week of March 29 - Notify families of new scheduleshigh

April 6 - End of 3rd Quarter

April 7 - Remote Learning Day/WIN Wednesday - students in specific programs will be invited on-campus - the focus of this day will be for teachers to prepare their classrooms for the Full In-Person return

April 8 - First day of the Full In-Person Learning Model

Questions From The Board

1. What percent of students/families choose the following education models:
Remote, Hybrid, Full In-Person - See tables 1.1 and 1.2 of the Middle School Section
2. What is the total percentage of students/families that have responded to the above question? See tables 1.1 and 1.2 of the Middle School Section
3. How many students/families have not responded from your building? Have or will you attempt to contact these non-respondents? See tables 1.1 and 1.2 of the Middle School Section. Administration felt it was in the best interest of all stakeholders to not track down the 127 missing pieces of information knowing that it is possible that administration would be sending another choice form to indicate families' final decision on the return to In-Person Learning Model during the first week of March. MMS administration feels that since the initial survey's data was meant for planning purposes, there was enough information gathered to develop a plan.
4. Do you currently have adequate staffing to cover classroom teachers, substitute needs, and nursing in your building? Adequate personnel continues to be a significant challenge during the COVID-19 pandemic. Currently, MMS has six staff members on remote assignment. In order to meet the expected demand of a full return to in-person Learning Model, MMS would have to hire an additional four teachers. These teachers would create a new 7th and 8th Grade Blended Team that is necessary to keep class sizes at a reasonable level.

Substitutes continue to also be a struggle. There haven't been regular substitutes all school year. Vacant positions are covered by available staff such as school counselors, the social worker, associates, and administration. In regards to nursing staff, MMS is fully staffed in the Health Office.

5. How many additional staff would you need to facilitate Full In-Person education? Adequate personnel continues to be a significant challenge during the COVID-19 pandemic. Currently, MMS has six staff members on remote assignment. In order to meet the expected demand of a full return to in-person Learning Model, MMS would have to hire an additional four teachers. These teachers would create a new 7th and 8th Grade Blended Team that is necessary to keep class sizes at a reasonable level. See the Staffing section of the MMS plan for further details.

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6. Would your building have adequate transportation/bussing to accommodate Full In-Person? If not, what would the proposed solution be? In corresponding with Butler Bus, it is my understanding that we would have enough buses but students would not be socially distanced.
 7. Was bus transportation or lack of it, factored into questionnaires answered by parents? Families were asked if they would utilize bus transportation. For those families who reported "Yes", I sent that information to Butler so they could begin to prepare potential route changes.
 8. Can you identify where most of the close contact issues in your building have been identified so far? (classroom, bus, sports, etc.) In the few instances of close contact issues that we've had, the biggest issue came in a special education classroom. One issue came from the cafeteria because the students didn't follow guidelines. All other close contact issues came from the bus or athletics.
 9. In a Full In-Person scenario, how far apart would students be? Center of the desk to the center of desk or extent of student reach to extent of other students reach? In preparation, we've been using the 3' distance as our benchmark. Desks were measured from the center of the desk to the center of the desk.
 10. In a Full In-Person scenario, how many students will be in each classroom in your building? Generally, we'd be looking at 18-19 kids per class, but as always, there may be exceptions due to room size and/or class size.
 11. How would Unified Arts classes be addressed? UAs would continue as they have been since the beginning of the year. The biggest issue with UA is what would happen in the event of a positive case and the exclusion of an entire grade level. This will have to be addressed on a case by case basis. More details can be found under the Contact Tracing section of the MMS plan.
 12. How would distancing change if the gym, outdoor space, and/or unified arts rooms were potentially used as regular classrooms? MMS would not have to use the gym or UA rooms for classrooms. For outdoor space, students will be able to be further apart, but outdoor spaces aren't always conducive to student learning depending on the day's lesson. In the event that we cannot hire qualified individuals for our additional staffing needs, students in assigned classes may have to be split into separate locations. For example, Teacher A's first period class may have 32 students in it. These students would be divided into two groups of 16. While Group 1 is in class receiving instruction, Group 2 could be in the cafeteria/library/vacant room, working independently. Half way through the class, Group 2 would move to Teacher A's room while Group 1 would move to the cafeteria/library/vacant room. This is less than ideal because students would be receiving 50% less instructional time with their assigned teacher each day.
 13. How much time would be spent 're-acclimating' students and teachers to a Full In-Person scenario? It is my estimate that it would take at least 3-5 days to acclimate students to this scenario. It would be very similar to what it looks like in August/September when students come back to school.

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14. Would any additional student's schedules need to be modified to accommodate a Full In-Person Scenario? Yes, especially 7th and 8th graders due to the larger class sizes and having to hire additional staff to accommodate this model.
15. If additional students currently enrolled in full remote decided they wanted to be Full In-Person, could you accommodate these extra students? Yes, but with the caveats listed above (hire extra staff, split classrooms, etc.)
16. If an entire classroom is forced to quarantine due to exposure, how will this be addressed? In the All-In Learning Model, because students/staff would be within six feet of one another for longer than ten minutes, the impact a single, positive case will have could be significant. In the event of a positive COVID case, it is very likely that the entire grade level will have to quarantine (be fully-remote) for the 10-day quarantine period. This is due to the following factors:

Because students will be within six feet of one another in class, a single positive case will automatically mean the 9 students seated in proximity to that student will be identified as close contacts. It is also quite likely the teacher will be a close contact as well.

Having almost 50% of the class out on quarantine, will make planning curriculum and instruction very difficult on teachers. Also, all the students on quarantine will not receive live-instruction during the quarantine period.

Due to the schedule and staffing structure of the middle school, kids are not able to travel in "pods" as recommended by health officials. This increases the potential close contacts.

Another implication of having to exclude entire grade levels is the impact this may have on Unified Arts (UA). Depending on the positive individual's schedule, MMS may have to exclude certain UA teachers which may create gaps in student supervision during the day. Alternatively, if an entire grade level is excluded and engaging in remote learning, there is the possibility the students may not receive direct, live instruction from their UA teacher(s). The UA impact is difficult to predict and will likely vary on a case-by-case basis.

There are many more details about this in the Recovery of Schools Guide-Spring 2021 such as example schedules for Remote Learning Days.

17. If we were to remain Hybrid, in what ways would you suggest we could improve the current model? If we were to remain in the Hybrid Learning Model, the one way that I think we could improve is by eliminating WIN Wednesdays and make it an alternating A/B Day. This would increase the academic time for the students to be in the building throughout the remainder of the year.

I know that "Room and Zoom" keeps being brought up, but I do not think this is a feasible solution at this time. In speaking with colleagues who have tried this in other school districts, this model requires improvements with technology infrastructure as well as an additional adult in the room to facilitate the technology. For example, one issue that "room and zoom" presents is the further away from the computer the students or staff are, the more difficult it becomes for the remote students to hear. To address, one school installed dropped microphones from the ceiling so that the sound quality was

better. The additional staff member, AKA technology facilitator, had to monitor the Zoom call to allow students who were “booted” back into the classroom. This person is also needed to let the teacher know if any remote students have any questions or comments. It is my understanding that attempting to teach to a live classroom while also trying to run a virtual classroom is incredibly difficult to do well with just one person.

18. Will the overall caliber of education we can provide our students over the next 14 weeks be most beneficial in a Hybrid Model or in a Full In-Person Model? I think this is a difficult question to answer knowing that there are so many unknowns. If we don't have any positive cases and the disruption to the consistency of education is minimal or non-existent, it's possible to say that an All-In Model might be most beneficial.

What I do know is that a switch in models this drastic is going to cause a halt to the scope and sequence of curriculum. Teachers are going to have to take some time to review the new rules and procedures surrounding a new model with the students. Students are going to have new classes and teachers and therefore, the teachers will have to take time to review classroom expectations and procedures. Google Classroom will have to be adjusted to reflect the new schedules.

Finally, knowing that we'll have to send entire grade levels out on quarantine procedures if there's a positive case will cause additional disruption. Right now, in the Hybrid Model, positive cases have minimal impact on others. In the All-In Model, a positive case will impact nearly 200 people when staff are included.

19. Would the emotional benefits of a Full In-Person Model of Education outweigh the challenges? When the media or scholarly articles address the social-emotional health and well-being of the students during this pandemic, the issue typically comes down to fully-remote learning vs. in-person learning. All the research shows that extended periods of fully-remote learning is when student/staff mental health begins to suffer. All the recommendations are for some in-person learning, which is what Milford has been doing this whole school year, with the exception of the 5-weeks around the holidays, which was the right decision based on the data we were able to collect.

It is possible that the inconsistency that an All-In Learning Model may provide can have a larger negative affect on student/staff mental health. Knowing that a single positive case would exclude an entire grade-level for at least 10-days might cause some emotional distress on stakeholders. Additionally, with students being unable to remain at least 6' apart, there is a greater chance of transmission within the school or on the bus, therefore creating a greater likelihood of a cluster/outbreak situation, which would force the whole school into fully-remote learning.

20. Is there a way to improve upon the hybrid model to address these emotional deficiencies? Yes. Counselors have been utilizing minute-meetings to check in with students on a regular basis. Plus, the remote days give counselors a chance to check in with kids on their day at home, which limits time out of the classroom for the kids. The school counselors and social worker have reported that they are busier than ever this school year, even though there are under 200 students in the building each day.

21. What is your recommendation for the most appropriate model of education for the students in your building? Ideally, we'd continue in the Hybrid Model and eliminate WIN Wednesdays in favor of alternating A/B Days to increase instructional time during the fourth quarter. I think this would cause the least amount of disruption and offers the most amount of consistency.

Also, planning for the 2021-2022 school year is underway and families will have to start making decisions for next year. If we switch instructional models now and have to plan for a full-return, planning for next year will be put on pause, therefore causing a delay in planning for next year which includes fine-tuning master schedules, curriculum work, staff professional development, hiring of new staff, course selection for students, etc.

MILFORD HIGH SCHOOL

Due to the unique scheduling demands of the high school, and its semesterised schedule, in mid-January the MHS administrative team began preparing a 2nd semester schedule and full-in plan that would accommodate a fluid movement between remote, hybrid, and full-in. Those preparations included surveying families on academic model choice, determining room maximums, adjusting teaching assignments, reworking student schedules, inventorying all available student seating, and reviewing existing procedures.

Should the board direct us to engage a full-in model, the high school can be ready by the end of March. We are awaiting the desks and chairs that were ordered on 2/24; the projected delivery date is March 24th. The custodial crew will need the next 4 weeks to begin setting up classrooms, moving tables from storage into the cafeteria, and relocating the temperature taker from the SAU entrance to the cafeteria.

Projected Full Return to In-Person Learning Dates

April 7 - School Preparation Day - Remote Learning Day/WIN Wednesday - students in specific programs will be invited on-campus - the focus of this day will be for teachers to prepare their classrooms for the Full In-Person return and custodians complete any last minute set up.

April 9 - Last day of quarter 3

April 12 - Full return of students

Important Dates

March 1 - School Board meeting

April 9 - End of Quarter 3

April 12 - Beginning of Quarter 4

TBD, late March - Last day for seniors

June 15 - Last day for grades 9-11

TBD - Graduation (June 11-14)

Scheduling (completed by January 29 for the start of semester 2)

All students have been placed in a remote model or a hybrid model/full-in model for the second semester. Unless the district moves to a “room and zoom” model, changes in student designation are discouraged due to the academic disruption for the student.

Student Services, in cooperation with the high school administrative team, will consider exceptional circumstances in which a student needs to change their designation. The continuity of the student’s educational experience will be prioritized while considering other factors necessitating a change. A student moving from hybrid (or full-in) into a remote model is more easily accomplished as he/she could seek coursework through other avenues such as VLACS or Edgenuity.

Therefore, from a scheduling standpoint, the high school could move into a full-in model at any time. The teachers would need a day or so to accustom the students to their “full class” but that could be done through short activities.

Family Choice 2nd Semester Breakdown

142 Remote Students out of 725 active students = 19.58% remote

583 Hybrid Students out of 725 active students = 80.42 % hybrid

(The total # of active students does not include (27) early grads.)

When families were surveyed in early January (with a second letter and a phone call reminder), 73% of families responded. Due to the intensive nature of scheduling 2nd semester students to be prepared for a full return model, any unresponsive parties were kept in their 1st semester model. **Any families who wished to change their mind within the first couple weeks of the new semester were accommodated with the support of the school counselors.**

Classroom Space (completed by January 29 for the start of semester 2)

Classroom sizes for live instruction vary from 12-22 students per class at 3 foot distance. In most cases, the actual distance between students is around 42” - 45” to accommodate their movement without going below the 3 feet.

An assessment of each room maximum (students 3 feet apart) has been **completed**. Enrollment caps for classes have been set accordingly to accommodate the available space and students have been moved if needed.

Example: Mr. Tenter’s math classroom can hold up to 19 students at 3 feet apart. With a return in full, his counts would be:

A block: 21 students (relocated 2 students)

B block: 19 students (no change)

C block: 22 students (relocated 3 students)

Twenty-six students experienced schedule changes due to class size reductions. One new section of biology was offered to accommodate 14 displaced biology students.

Staffing

The high school addressed any staffing shortfalls before the 2nd semester began through rearranging and canceling classes. Students who had a schedule change were able to work with their school counselor to choose alternative classes.

The high school has adequate staffing to move into a return-in-full model. Teaching staff, substitutes, and the nursing office have adequate coverage. The front office needs a receptionist/attendance secretary, and that position is being advertised.

Optional Learning Spaces

We will encourage teachers to take advantage of outdoor learning spaces as they did in the fall.

The use of the gym, music classrooms, and art classrooms cannot be “redesignated” for other purposes as at the high school those classes are part of elective and graduation requirements and are not peripheral to the programming.

Student Seating Needs

Due to social distancing constraints at both 3 and 6 feet, student tables cannot be used in the classrooms. Those tables will now be used in the cafeteria, and the desks currently in cafeteria use will be placed into classrooms. Due to the loss of classroom student tables, if we return to full-in person instruction, the high school will have a shortfall of 150 desk sets.

The 150 needed desk sets were reserved on February 19th and officially ordered on February 23rd. There is a 4 week delivery window, therefore, we can expect the desk by the last week in March. Desks are already pre-assembled and will be easily unloaded and moved into the building. (Board approval of this purchase on February 15, 2021)

Lunches

The full return lunch schedule accommodates 4 lunch periods of 150 students each. The cafeteria will utilize displaced classroom tables and students will sit end to end.

LUNCH LAY OUT FULL RETURN
4 LUNCHES WITH AN ESTIMATED 150 STUDENTS PER LUNCH

6 FOOT APART NO MASKS	# OF TABLES	TOTAL STUDENTS		3 FOOT APART NO MASKS	# OF TABLES	TOTAL STUDENTS
CAFE	35 FIVE FOOTERS - 2 PER TABLE	70 STUDENTS		CAFE	48 FIVE FOOT TABLES	96 STUDENTS
STAGE	9 FIVE FOOTERS - 2 PER TABLE	18 STUDENTS		STAGE	10 FIVE FOOT TABLES 6 SIX FOOT TABLE (16)	32 STUDENTS
GYM	14 FIVE FOOTERS - 21 SIX FOOT TABLES 2 PER TABLE (35)	70 STUDENTS		GYM	16 6 FOOT TABLES - 2 PER TABLE (16)	32 STUDENTS
TOTAL	58 FIVE FOOT TABLE 21 SIX FOOT TABLES IN CAFE, STAGE AND GYM (79)	158 STUDENTS		TOTAL	58 FIVE FOOT TABLES 22 6 FOOT TABLES IN CAFE AND STAGE (80)	160 STUDENTS

Table Inventory

8 FOOT TABLES - 2 5 FOOT TABLES - 58
 4 FOOT TABLES - 2 6 FOOT TABLES - 26

Full In-Person Learning Model

DAILY SCHEDULE

ACTIVITY	TIME
Professional Staff may enter the building	6:30 am
Bus Arrivals/bus students may enter the building	7:00 am -7:20 am
Bus Students dismissed to classrooms	7:23 am
Teachers must be in classrooms	7:25 am
Drivers/Walkers/Drop Offs enter the building	7:25 am - 7:40 am
Tardy Bell	7:45 am

A Block	<u>7:45-9:10 (85)</u>
<i>Cleaning Time</i>	9:07-9:10
<i>Transition to B block</i>	9:10-9:15

B Block	<u>9:15-10:40 (85)</u>
<i>Cleaning time</i>	10:37-10:40
<i>Transition to C Block</i>	10:40-10:44

C Block and Lunches	<u>10:45-12:40</u>
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LUNCH 1	<u>11:00-11:20</u>
Cleaning and Transition back to class	11:20-11:25
(In Class from 10:45-11:00 - Lunch - In Class from 11:25-12:40 (90))	

LUNCH 2	<u>11:25-11:45</u>
Cleaning and Transition back to class	11:45-11:50
(In Class from 10:45-11:25 - Lunch - In Class from 11:50-12:40 (90))	

LUNCH 3	<u>11:50-12:10</u>
Cleaning and Transition back to class	12:10-12:15
(In Class from 10:45-11:50 - Lunch - In Class from 12:15-12:40 (90))	

LUNCH 4	<u>12:15-12:35</u>
Cleaning and Transition back to class	12:35-12:40
(In Class from 10:45-12:15 - Lunch - Transition back to C Block for C Block Dismissal (90))	

<i>C Block Cleaning time</i>	12:35-12:40
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D Block	<u>12:45-2:12 (87)</u>
<i>Cleaning time</i>	2:09-2:12

DISMISSAL - 2:12 Possible dismissal of Drivers /walkers at 2:10 and Busses at 2:12

All faculty, staff, students and administrators vacate the building by 3:15.

DAILY SCHEDULE - TASC BLOCK INCLUDED

In order to meet anticipated remediation demands, a schedule for 4th quarter that includes a TASC block is being proposed. This will allow us to have extra remediation time with students and will provide us a pilot for when we use the model next year.

Daily Schedule

TIME

Professional Staff may enter the building	6:30 am
Bus Arrivals/bus students may enter the building	7:00 - 7:20 am
Bus Students dismissed to classrooms	7:23 am
Teachers must be in classrooms	7:25 am
Drivers/Walkers/Drop Offs enter the building	7:25 - 7:40 am
Tardy Bell	7:45 am

A Block

Cleaning Time
Transition to B block

7:45-9:02 (77)

8:59-9:02
9:02-9:06

B Block

Cleaning time
Transition to C Block

9:06-10:23 (77)

10:20-10:23
10:23-10:27

C Block and Lunches

LUNCH 1

Cleaning and Transition back to class
(In Class from 10:27-10:39 - Lunch - In Class from 11:03-12:15 (84))

10:27-12:15

10:39-10:58

10:58-11:03

LUNCH 2

Cleaning and Transition back to class
(In Class from 10:27-11:03 - Lunch - In Class from 11:27-12:15 (84))

11:03-11:22

11:22-11:27

LUNCH 3

Cleaning and Transition back to class
(In Class from 10:27-11:27 - Lunch - In Class from 11:51-12:15 (84))

11:27-11:46

11:46-11:51

LUNCH 4

Cleaning and Transition back to class
(In Class from 10:27-11:51 - Lunch - Transition back to C Block for C Block Dismissal at 12:15 (84))

11:51-12:10

12:10-12:15

C Block Cleaning time
Transition to D Block

12:10-12:15
12:15-12:19

D Block
Cleaning time
Transition to TASC Block

12:19-1:36 (77)
1:33-1:36
1:36-1:40

TASC BLOCK

1:40--2:12 (32)

DISMISSAL - 2:12 Possible dismissal of Drivers /walkers at 2:10 and Busses at 2:12
All faculty, staff, students and administrators vacate the building by 3:15.

Health and Safety Protocols

- Face masks
- Regular handwashing & sanitizer wash
- Daily arrival temperature checks
- Cleaning protocols between classes and nightly after-school cleaning
- Please see page 8 of this document for an in-depth explanation of cleaning protocols.

Mask Breaks

In a full return model, masks will not be allowed off in the building (aside from eating) due to the inability to maintain the recommended six foot social distance while maskless. All mask breaks will take place outside. We will utilize our pop up canopies outside so that classes can be out-of-doors for their mask breaks during wet weather.

Transportation (completed January 23)

Busses: The majority of the high school students are self-transport or transported by friends or family. Currently 143 students (27.4%) have requested transportation. Transportation for the high school and middle school is addressed on pages 9 and 10 of this document.

Bus students will continue to be dropped off at the side cafeteria entry and use the temperature taker at that location.

Self-transport and parent drop offs: These students will continue to enter through the side ATC entrance and the front doors; temperature takers are at both locations.

A temp reader will be installed at the front cafeteria entrance to allow for an extra point of entry to avoid a backup of students seeking to enter.

Transitions

Students will continue to have 4 minutes between classes and will be dismissed to move to their next class through a *one-way* traffic movement.

Athletics & Extra-Curriculars

MHS will utilize similar procedures in how these activities were conducted in the fall and winter seasons. Decisions on sports will be made in collaboration with building administration, the district athletic directors, SAU administration, and local health officials.

Highlights of the fall/winter model:

- limited games (*but will request to expand due to outdoor competition with JV opportunities to play*)
- limited practices (*but request to expand due to outdoor competition*)
- Daily health attestation

If any team, club, or group has a single positive case, that entire team, club, or group will be directed to quarantine for 10-days and identified as close contacts.

- If it is discovered that an extracurricular participant has withheld information about testing positive for COVID-19, that student will no longer be allowed to participate in extracurricular activities for the remainder of the season and depending on the timing, possibly a small portion of the subsequent season.
- It is expected that if a student has symptoms that raise a suspicion of COVID-19, he/she or the parent will advise the school nurse and athletic director immediately so that decisions on games, competitions, gatherings, and practices can be made. The notification of a COVID-19 positive test must be shared that day to both the school and coach or AD.
- Doctor's clearance to return to play after a positive Covid-19 case is required.

Contact Tracing

The state has increased their ability to contact trace. We will communicate to NH DHHS the identified close contacts, and we will exclude those students we believe are close contacts while the state completes their investigation.

Students who are seated within 3 feet of a Covid+ person in the classroom or at lunch will be automatically excluded from the school community and the state will give them guidance on when to return.

Compared to our current exclusions, sitting 3 feet apart will lead to a **tripling or quadrupling** on the number of students excluded. Currently, if students are seated six feet away, no exclusion is necessary.

In a less-than-6ft. model, the students before, behind, and to each side will be quarantined.

It is possible that an entire class of students could need to quarantine. In that case, the one class could be taught remotely by the quarantined teacher. However, it would likely be the only class quarantining and the students' three or four other classes would need to be accessed through Canvas and teacher communication. Some teachers have turned on their cameras during live instruction when large portions of their class were quarantining; however, this has been by teacher discretion.

We have had no “in-school” transmission of Covid-19. However, we have a suspected case of transmission in one of our sports teams and most of our quarantines have been associated with sports.

Building Changes

The wall in the culinary FACS classroom was removed over February break week to allow for more seating.

SCHOOL BOARD QUESTIONS & ANSWERS

1) What percent of students/families choose the following education models:

Remote	19.58 %
Hybrid	80.42 %
Full In-Person	80.42%

2) What is the total percentage of students/families that have responded to the above question? 73%

3) How many students/families have not responded from your building? Have or will you attempt to contact these non-respondents? 530 responses were received out of 725 active students. Parents received an email reminder and also a phone call reminder. MHS did not have extended time to plan; we had to begin immediately working on the second semester schedule because the work was extensive and time consuming. Any families who did not respond were kept in their previously chosen model. It is important to note that **ALL STUDENTS already had a 2nd semester schedule in place that was a remote or hybrid schedule.** For remote students especially, this was a schedule that had been created in collaboration with their school counselor.

4) Do you currently have adequate staffing to cover classroom teachers, substitute needs, and nursing in your building? YES. We do need a front office secretary.

5) How many additional staff would you need to facilitate Full In-Person education? NONE

6) Would your building have adequate transportation/bussing to accommodate Full In-Person? If not, what would the proposed solution be? YES

7) Was bus transportation or lack of it, factored into questionnaires answered by parents? We asked parents to indicate if they wished to have bussing; only 27.4% of students use the bussing, 143 students total.

8) Can you identify where most of the close contact issues in your building have been identified so far? (classroom, bus, sports, etc.) Sports have been the highest cause of close contact issues.

9) In a Full In-Person scenario, how far apart would students be? Center of the desk to the center of desk or extent of student reach to extent of other students reach? 3 feet apart; in most cases the students from center to center are 42-45" apart. This also maintains the 6 foot buffer (from the board to the first desk) for teachers at the front of the class.

10) In a Full In-Person scenario, how many students will be in each classroom in your building? It will vary depending on the size of the classroom, but the range is from 12-22 maximum.

11) How would Unified Arts classes be addressed? This question does not apply to the high school

12) How would distancing change if the gym, outdoor space, and/or unified arts rooms were potentially used as regular classrooms? We have active classrooms for gym, art, and music. We have now begun

the semester. We will not have any options other than to bring students in 3 feet apart if we wish to bring them all in. We cannot hire “general teachers” to teach in new spaces (such as outside or in the gym) as a teacher(s) could not possibly cover the different classes that would need to be split up to keep students more than 3 feet apart.

- 13) How much time would be spent ‘re-acclimating’ students and teachers to a Full In-Person scenario? None, really. The teachers would need a day or so to accustom the students to their “full class” and allow for introductions, but that could be done in short activities.
- 14) Would any additional student’s schedules need to be modified to accommodate a Full In-Person Scenario? No, this was already done prior to the beginning of second semester.
- 15) If additional students currently enrolled in full remote decided they wanted to be Full In-Person, could you accommodate these extra students? If there were extenuating circumstances, yes, but they would be joining the classes late, after they had missed significant content ~ this could cause significant learning loss and stress to the students. It is unlikely that someone who has chosen a full remote would want the more time-intensive, “space” intensive experience of a full-in model.
- 16) If an entire classroom is forced to quarantine due to exposure, how will this be addressed? The teacher could teach the students for that class from home. However, it might be the only class quarantining, so the student would need a way to access their school work in the other classes as well, most likely through Canvas and communication with the teacher.

FEEDBACK FROM ADMINISTRATIVE TEAM

1. If we were to remain Hybrid, in what ways would you suggest we could improve the current model? Although Room and Zoom provides logistical challenges, it would allow teachers to move through more of the curriculum and offer opportunities for additional support/structure for students at home. There might have to be structured time built in for teachers to address questions of those students learning remotely at home. Alternatively, we could work with teachers to provide more video instruction and enhanced at-home/flipped classroom lessons. We could also restructure Wednesdays to allow for more in-person assistance, engage students in more long-term (and in some cases, self-selected) projects or possibly work with entire classes remotely for part of the day. I can also see us using some of our staff to offer more outreach to students who are struggling with remote learning.

Room and zoom is an option. All teachers are accountable for students doing at least 1 hour of work on their remote days. Help students, teachers and admin find healthy ways to cope with stress. Lessons especially remote lessons should have built in breaks, as well as a variety of teaching strategies. We can ensure that all of our professionals are utilized to their full capacity and are available to provide additional resources to students and staff.

Room and Zoom sounds good in theory, but teachers who try to instruct in this way find it very difficult to engage students at home in a high quality way. Student absentee rates increase as

students decide to stay home and get their instruction passively. Restructuring Wednesdays to allow for in-person morning classes, perhaps a full group remote lesson, would increase teacher to student contact time. Teachers have shared that it is difficult to enforce Wednesday work in this model and so this would increase the productivity of the students on this day and allow for more curriculum to be covered. Ensuring that all teachers are providing a minimum of 1 hour quality instruction for students on their hybrid days is also important.

Although Room and Zoom may seem like a plausible solution it would likely raise teacher concerns, thus creating a possible delay in establishing a Room and Zoom model. With that said, students need more contact with their teachers. I think restructuring Wednesdays is a place to start. One suggestion would be to teach remotely to all students on Wednesday, similar to when we were in our Remote Model. One hour classes from 8- Noon for each block, all students are required to attend and the afternoon could be set aside for WIN students to be invited in. Another thought would be to try to figure out a way for teachers to have a "session" with their students on their remote days. The logistics of this may be difficult to plan, but I think it is worth brainstorming.

2. Will the overall caliber of education we can provide our students over the next 14 weeks be most beneficial in a Hybrid Model or in a Full In-Person Model?

Staying in th Hybrid Model, with some possible changes suggested in #17 provides the best opportunity for a consistent schedule that gives us the best opportunity to remain in school. Should we go Full In, I am concerned that it may be more likely that an inconsistent schedule (All In, then All Remote) will result. A consistent schedule is key, in my opinion.

Both can work equally well if Room and Zoom were utilized.

There is no question that the best learning happens when kids are in front of teachers. This is dependent, however, on a safe environment. The current system has worked well and has allowed us to continue in a hybrid model. A full return could lead to additional quarantining and therefore a potential shift in learning environments. Another shift would be disruptive, as it takes a few weeks to adapt.

Students do best with daily connection to their teacher, in person. It is difficult to predict what the numbers will be like a month from now, but we don't want to get into a situation where we are yo-yoing students as that kills momentum and leads to more uncertainty. Having large numbers of students out for quarantining is disruptive, too, and anticipating potential quarantines leads to dis-ease of faculty, staff, students, and administration. During a time of uncertainty, striving for consistency and predictability are important elements in maintaining emotional well-being for everyone.

3. Would the emotional benefits of a Full In-Person Model of Education outweigh the challenges?
Not if we are sending lots of Close Contacts home or we have to go All Remote due to a spike in Covid Cases.

There is no doubt that the pandemic has had a major effect on our lives. Students, teachers and administrators have struggled to balance the stress and emotional toll of the pandemic. Many have learned to cope in new ways, but many have fallen off course. Full person education could help lessen

the stress for some, while it will certainly increase it for others and their families whose members might be more susceptible to the negative impacts of the virus... It is also a matter of equity as those who are not able to come back to school for Full-in -Person will be put at a disadvantage.

Not necessarily. Having to shift between models or suddenly being removed from school for 10 days can be emotionally disruptive. In the full-in model, students are more apt to be quarantined, and in greater numbers, which leads to an upset of their social and academic life.

4. Is there a way to improve upon the hybrid model to address these emotional deficiencies? If there is a silver lining it is that this is a unique opportunity to educate students on how to manage strong feelings, such as sadness, loneliness and uncertainty. Creating routines at home that are healthy can assist in improving the resilience of our students mentally and academically. School personnel needs? Additional training in trauma-informed practices?

This is a good time to discuss the dangers of Covid Fatigue, which has led to many schools and college campuses going fully remote.

When students are on campus, the lessons presented to them should be low tech, high conversation, and high interaction/engagement. Mask breaks are beneficial for emotional and physical health; in person class time should be structured around finding ways to create connections and promote positive mental health. We can deal with the pandemic academic slides once we are "back to normal" through building remediation and skill building into our school programming. The most immediate needs now are around mental health and those we need to address now, not later. It is ok not to get through every academic unit when well being and connection is prioritized.

I think that doing more in-class discussions and providing more strategies to students and staff would help address some of the SEL needs. We have done the Choose Love Lessons, but we could add more options (maybe some Newsela articles, mindfulness resources, etc.). We could also plan more all-school "events;" spirit events (best MHS mask, dress up days, etc.), outdoor activities, schoolwide viewing of films (like "Angst"), etc.

Alter our Hybrid model to allow for more teacher/student contact time. See #17

5. What is your recommendation for the most appropriate model of education for the students in your building?
Hybrid Model will be the safest model and likely will not result in having to go All Remote. Having to go All Remote would be something we need to avoid at all costs, in my opinion. As suggested by all of us, restructuring Wednesdays is the place to start to increase instructional time if we remain in our Hybrid Model.

Agree. 100% with above.

Agree. A full return has the potential to bounce students around too much which is not good for their mental health.