

Franklin Public Schools

Preliminary Reopening Plan

School Committee Presentation

July 28, 2020

Prepared on July 24, 2020; Updated based on additional information on July 28, 2020

Agenda

- Overall Goal and Framework
- Process of Plan Development and Submission
- Three Models of Instruction
 - In-Person
 - Hybrid
 - Remote
- Feasibility Study
- Early July feedback from community
- Preliminary feedback
- Next steps



Overall Goal and Framework

Goal:

To bring as many students and staff *safely* back to school, following all health and safety guidance from the CDC and DESE.

A Balanced View of Risk*

“...we must balance the risks of COVID-19 infection...with other significant risks to the overall health and well-being of our kids when they are out of school.”

- COVID-19
- Learning Loss
- Social-emotional impact
- Nutritional insecurity
- Loss of parental employment
- Lack of access to essential services
- Reduced detection of child abuse

*Source: The Parabola Project, Ariadne Labs

A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.

Loss of learning

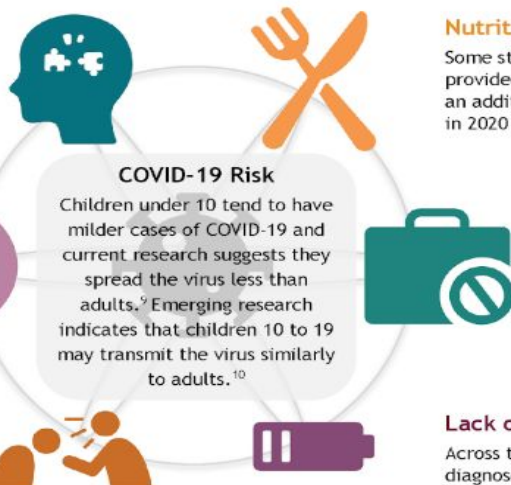
Students could return in the fall already behind due to lack of in-person education, with up to 30% less reading learning and up to 50% less math learning compared to gains during a typical school year.¹

Social & emotional impact

In a US survey, 29% of parents said their children's emotional and mental health were suffering due to social distancing and closures.² Additionally, 13% of adolescents in the US receive mental health care from their schools, with school being the only source of support for 35% of those children.³

Reduced detection of child abuse

Teachers serve as mandatory reporters of child abuse and neglect. Hospitals across the country saw increases in child abuse injuries and deaths that coincided with lockdown orders.⁴



Nutritional insecurity

Some students depend on free/reduced-price meals provided in schools. Estimates suggest there will be an additional 1.2 to 6.8 million food insecure children in 2020 than there were in 2018.⁵

Loss of parental employment

Parents may be unable to work if they can't find childcare options to replace school. Recent research suggests that if schools and daycares remain closed, 17.5 million workers, or 11% of the US workforce, may face major barriers to work.⁶

Lack of access to essential services

Across the US, about 1.5 million children have a diagnosed speech impairment⁷ and approximately 1 in 54 children have been diagnosed with autism spectrum disorders.⁸ These children, and others that require specialized supports, may have missed speech therapy and critical development services they previously received at school.

1. Kuhfeld and Tarasawa. (2020). *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closure on student academic achievement*. Collaborative for Student Growth.
2. Calderon. (2020). "U.S. Parents Say COVID-19 Harming Child's Mental Health" Gallup.
3. Robson. (2020). "From their academic success to their social skills and mental health, the pandemic is a crisis for today's children – and the fallout may follow them for the rest of their lives." BBC.
4. Kamenetz. (2020). "With School Buildings Closed, Children's Mental Health is Suffering." NPR.
5. Feeding America. (2020). "The Impact of the Coronavirus on Child Food Insecurity." Feeding America.
6. Dingel, Patterson, and Vavra. (2020). *Childcare Obligations Will Constrain Many Workers When Reopening the US Economy*. Becker Friedman Institute for Economics at The University of Chicago.
7. Mitchell. (2020). "As Schools Close to Coronavirus, Special Educators Turn to Tele-Therapy." Education Week.
8. National Center on Birth Defects and Developmental Disabilities. (2020). "Autism and Developmental Disabilities Monitoring (ADDMM) Network." Centers for Disease Control and Prevention.
9. Wilson. (2020). *Coronavirus: What does evidence say about schools reopening?*; Boast, Munro, and Goldstein. (2020). *An Evidence Summary of Paediatric COVID-19 Literature. Don't Forget the Bubbles*; Boulad, F., Kamboj, M., Bouvier, N., Msaugen, A., & Kung, A. L. (2020). COVID-19 in Children With Cancer in New York City. *JAMA Oncology*; Li, W., Zhang, B., Lu, J., Liu, S., Chang, Z., Cao, P., ... & Chen, J. (2020). The characteristics of household transmission of COVID-19. *Clinical Infectious Diseases*; Lee, B., & Rasaka, W. V. (2020). COVID-19 Transmission and Children: The Child is Not to Blame. *Pediatrics*; Munro, A. P., & Faust, S. N. (2020). Children are not COVID-19 super spreaders: time to go back to school. *Archives of Disease in Childhood*; Ludvigsson, J. F. (2020). Children are unlikely to be the main drivers of the COVID-19 pandemic—a systematic review. *Acta Paediatrica*; Ludvigsson, J. F. (2020). Systematic review of COVID-19 in children shows milder cases and a better prognosis than adults. *Acta Paediatrica*, 109(6), 1088-1095.
10. Park, Y. J., Choe, Y. J., Park, O., Park, S. Y., Kim, Y. M., Kim, J., ... & Lee, J. (2020). Contact Tracing during Coronavirus Disease Outbreak, South Korea, 2020. *Emerging Infectious Diseases*, 26(10).

Plan Development Process

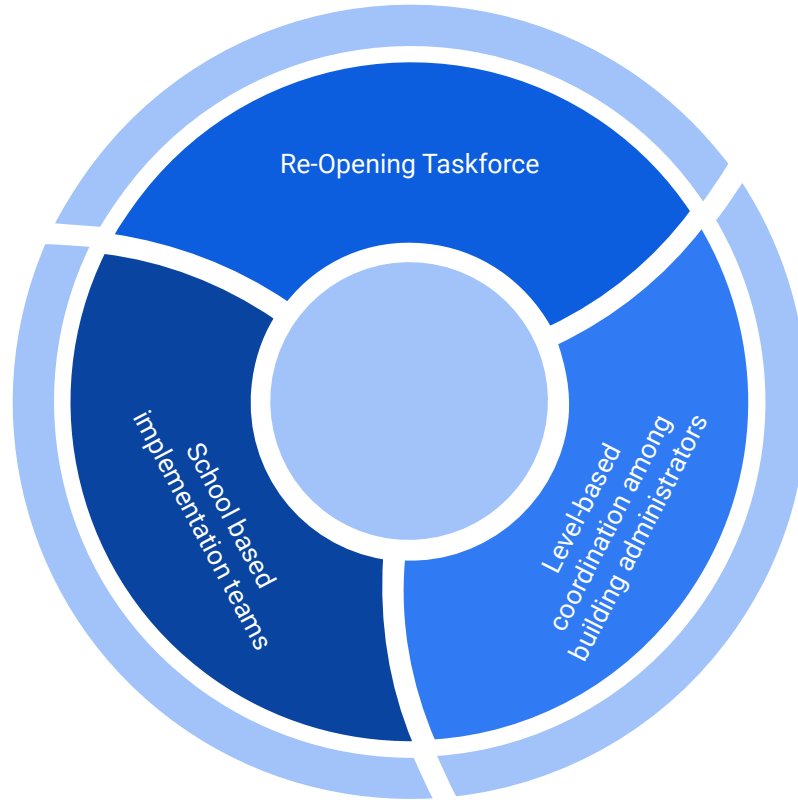
Reopening Taskforce (~60 people)

- Administrators
- Teachers/counselors/BCBA
- FEA leadership
- Athletic Director
- School Nurse Leader
- School Physician
- School Committee Representatives
- Facilities Department
- Town Health Department
- Food Services
- Communications Coordinator
- Parents/guardians
- Assistant to Superintendent and Asst. Superintendent

Preliminary Plan due to DESE July 31

- Key findings from district's feasibility study on in-person learning
- Preliminary thinking on which of three reopening models it may use for the fall
 - Can vary by level
- Brief description of each of the three reopening models
 - Each model must include support for High Needs students

Plan Development Process



Taskforce Working Groups

Health, Safety, Operations

Planning for universal health and safety practices as well as level and building specific operations (PPE, food, transportation, recess, etc.)

Teaching and Learning Digital Learning

Analyzing different instructional models and planning instructional supports for faculty/staff, students, and families

Whole Child Supports

Responding to anticipated social-emotional needs of students, faculty/staff, and adults and preparing supports

Personnel

Working with faculty and staff on COVID-19 employment related matters; developing mandatory health and safety trainings

01	Masks/Face Coverings	<ul style="list-style-type: none">• All students and staff will wear masks/face coverings in school and on the bus• Exemptions for medical reasons• Mask breaks
02	Physical Distancing	<ul style="list-style-type: none">• Goal of 6 ft. distancing; 3 ft. is the minimum• Additional PPE for staff, as appropriate to role• Limit interaction among groups/cohorts of students
03	Hand hygiene	<ul style="list-style-type: none">• Handwashing expectations throughout the day• Hand sanitizer available as alternative• Expanding access across the district

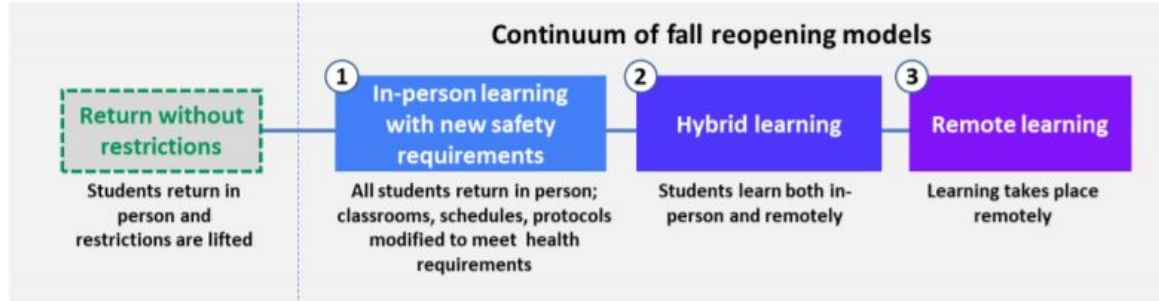
Universal Health and Safety Measures

No one safety measure alone will halt the spread of the virus. A combination of a variety of methods will help prevent the spread of COVID-19.

Students and staff will be trained in preventative measures.

Continuum of Fall Reopening Models

Need to prepare to shift among models based on health data



Three Models of Instruction: In-Person

FHS CLASSROOM SPACE 2020 Re-Entry Plan

- All students attending in-person instruction; grouped to minimize interactions, as possible
- Student desks arranged in rows, facing same way
- Teacher space in front of room
- Goal of 6 feet of physical distance; 3 feet of distance would be the minimum
- Health and safety measures in place
 - Masks/face-coverings (PreK-12)
 - Physical distancing
 - Hand hygiene (handwashing/hand sanitizing)
 - Traffic through school buildings
 - Limiting the sharing of equipment and materials
 - Additional personal protective equipment where needed
 - Plexiglass barriers
 - Other measures
- Full remote for some students and staff
 - Remote solutions - our staff, “seats” in a learning platform, or a combination of both



Feasibility Study

Each school is examining classroom set-ups with 6 and 3 feet of distancing to determine capacity of classrooms.

Variability across the district.

Alternative learning spaces are being considered:
libraries, cafeterias, gymnasiums, outdoor spaces



Oak St. Classroom with 6 feet of distance



Oak St. Classroom with 3 feet of distance

Three Models of Instruction: Hybrid Model

- Separating students into cohorts -- approximately 50% of students attend school on certain days in an alternating fashion
- Deeper cleaning and disinfecting in between cohorts
- Students engage in remote learning when not attending school
- Remote learning will be more robust
- Health and safety practices in place as described previously
- High Needs students prioritized for full-time in-person instruction
- Full remote for some students and staff



Hybrid Models Under Consideration

Option 1: Alternating weeks

	Week 1	Week 2
Cohort A	Monday -- Friday: In person	Monday -- Friday: Remote learning
Cohort B	Monday -- Friday: Remote learning	Monday -- Friday: In person

Option 2: Wednesday -- Students are remote to allow for cleaning/disinfecting

	Every Week
Cohort A	Monday -- Tuesday: In person Wednesday, Thursday, Friday: Remote learning
Cohort B	Monday, Tuesday, Wednesday: Remote learning Thursday -- Friday: In person

Option 1: AAAAA/BBBBB (94/85 days)*

Option 2: AAXBB (71/70 days)*

*Based on 180 day calendar; DESE recently published agreement to reduce to 170 days for up to 10 PD days at beginning of the year

Other possibility -- Alternating Days

- A/B/A/B/X
- concerns about deeper disinfection between cohorts

Significant Considerations

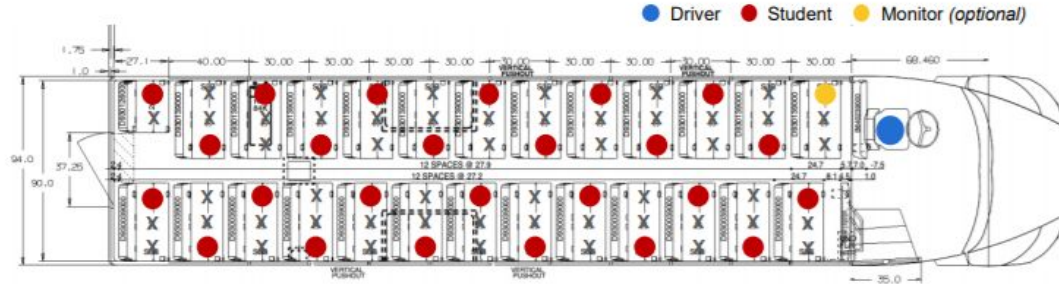
- Additional planning time for faculty/staff
- Best practice for pedagogy
- Further adjustments to school calendar for equity
- “Bell” schedules

Transportation Considerations

77 passenger bus will reduce to about 1/3rd its capacity with 25 riders

Mask wearing; physical distancing on bus, at stop, arrival/dismissal; hand hygiene expectations; cleaning/disinfecting protocols

Encourage families to seek alternative modes of transportation, if possible
(drop-off; walk/bike)



Three Models of Instruction: Remote Learning



- All students learning in the remote setting
- Remote learning to be more robust than the spring
 - More live instructional time
 - Graded
 - Aligned to MA curriculum frameworks
- Structured learning requirements (DESE Regs.)
- High Needs students prioritized for full-time in-person instruction
- Need to be prepared to pivot to this should health data change
- Use of current staff to deliver instruction in remote setting
- Need additional resources -- software, applications
- Additional planning time for faculty/staff

Merits and Challenges of Each Model*

- Full in-person learning
 - Provides students with the most effective method of instruction/support
 - Likely feasible 3 feet of distance (not FHS); Challenge at 6 feet
 - Creative staffing
 - Alternative learning locations
 - Transportation considerations
 - Level differences
- Hybrid model
 - Allows for students to attend in-person for instruction/support
 - Allows for 6 feet of distance and smaller groups
 - Significant change for educators for instruction; planning implications
 - Transportation
 - Scheduling for families
 - Level differences
- Remote model
 - Consistency of instruction compared to hybrid
 - Maintains distance for safety
 - Lack of physical connection/presence at school
 - Scheduling for families
 - Level differences

Prioritizing high needs students for in-person learning and providing for remote only assists in meeting needs no matter which model is selected.

*Initial thoughts. As new information emerges, these thoughts evolve

Feasibility Study: Summary of Classroom “Stress Test” Results

	Seat Capacity at 3 feet	Implications	Seat Capacity at 6 feet	Implications
<i>Elementary Schools</i> Class size: 14-25 Cohort size: 7-13	Varies across schools 16-25 (most are 20-22 range)	Full in-person: likely supported May need to use alternative learning spaces	Varies across schools 7-14 (most are 9-10 range)	50% Hybrid: likely supported May need to use alternative learning spaces Staffing does not support Full In-person
<i>Middle Schools</i> Class size: 17-23 Hybrid cohorts: 9-12	Varies across schools 16-27 (most are 20-22 range)	Full in-person: likely supported	Varies across schools 8-15 (most are 9-11 range)	50% Hybrid: likely supported Staffing does not support full in-person
<i>Franklin High School</i> Class size: 20-28 Hybrid cohorts: 10-14 if 50%	Typical classroom = 18 Many unique learning spaces	Full in-person: not supported Over 400 sections at FHS >18 students	Typical classroom = 9 Many unique learning spaces	50% Hybrid: not supported 25% Hybrid: likely supported Highly dependent on survey

Additional Feasibility Considerations

Transportation	<p>Early analysis: bus capacity reduced to 1/3rd and is highly dependent on</p> <ul style="list-style-type: none"> • Model(s) selected • Ridership <p>May need “double runs” - which may alter the start/end times of school day</p>	
Ability to Limit Group Interactions	<p>Easier in elementary setting with classroom cohorts</p> <p>More challenging at middle and high school</p> <p>Arrival and dismissal</p>	
Systemic Changes to All Routines and Procedures	<p>Arrival/Dismissal</p> <p>Hand Hygiene</p> <p>Mask Breaks; Movement Breaks</p> <p>Recess and Playgrounds</p> <p>Lunch</p>	<p>Equipment and Materials</p> <p>Water Fountains</p> <p>Bathroom Use</p> <p>Foot Traffic Patterns</p> <p>Routine Cleanliness</p>

Additional Feasibility Considerations

Student Enrollment	About 3000 responses so far In person -- 21.5% opt for remote; 25% undecided Hybrid -- 13.1% opt for remote; 14.1% undecided Will disaggregate by level/school
Faculty and Staff	Employment considerations: health concerns; caregiver of at-risk individual; childcare
Educational Quality	Remote learning can not replace in-person learning Worries about implementing hybrid well Both faculty/staff and families showing preference for AAXBB

Facilities Considerations

Preparing spaces: learning, office, nurses' offices, medical isolation spaces, entry/exit points, mask break spaces

Storage and disposal

Handwashing and hand sanitizing stations

Ventilation and HVAC

Hallways: directional traffic patterns

Lockers, cubbies

Signage

Cleaning and disinfection protocols

Food service operations

How Survey Data is Being Used

Early July survey to faculty/staff and families

- Develop a **general sense** of concerns and intentions across the community for initial planning
- Gather feedback on spring Remote Learning upon which to improve

Current survey to faculty/staff and families

- Understand **specific** intentions of families *at this time* (e.g. attendance, Solutions, transportation)
- Understand specific employee-related matters - staff for those opting for remote only
- Gather preferences

Additional survey data to be gathered as this is a fluid situation

A Framework for Decision-Making

1. Prioritizing health and safety for students and staff
 - Considering the constraints and opportunities of our physical spaces
 - Assessing appropriate staffing levels
 - Preparation, training, and adjustment to significant changes to routines and operations
2. Applying a lens of equity
3. Educationally sound reasoning with a developmental perspective
4. Consider needs of staff and families
5. May vary by level
 - Prioritize K-5 then 6-8 in low risk level jurisdictions ([Pandemic Resilient Schools Briefing](#), Harvard Global Health Institute)

Next steps

1. Continued development through working groups, building implementation teams, and level consistency
2. School Committee involvement and input July 28, 2020
3. July 31 submission of Preliminary Plan
4. On-going communication with faculty/staff
5. On-going communication with families - get commitment of intentions for the fall
6. August 10 submission of Comprehensive Plan
7. Continued development of protocols, practices, and communication about return to school

Additional School Committee Considerations

- Budget (esp. Staffing and COVID-related expenses)
- Policy
- School Calendar

Summary of July Family Survey Results

- 2,040 responses*
 - 808 FHS Responses
 - 795 Middle School Responses
 - 1,093 Elementary School Responses

*Numbers do not equal 2040 as some families have students at more than one level.

Early July Plans on Sending Students to School

The district is developing options for the return to school in Fall 2020. It is likely that several types of schooling environments and schedules will be needed.

A possible scenario is **full in-person instruction**, with health and safety requirements in place. If school were allowed to be held in this way and implemented CDC and state guidelines for social distancing and health, and masks, would you send your child to school? Your response is for planning purposes only.

77.8% of parents/guardians reported that they would send their child to school

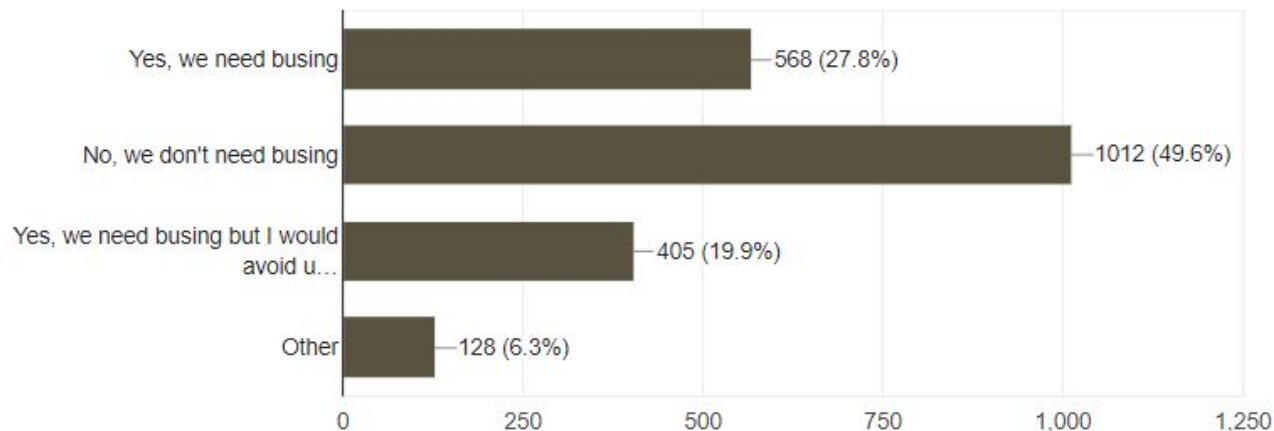
Another possible model is a **hybrid** approach, where 50% of our students will attend live school, while the other 50% will attend remotely, and then the groups will switch. If school were allowed to be held in this way and implemented CDC and state guidelines for social distancing and health, and masks, would you send your child to school? Your response is for planning purposes only.

80.6% of parents/guardians reported that they would send their child to school

Early July Responses About Transportation

50. We are working to comply with current CDC guidelines for busing capacity and we anticipate further guidance from DESE about safe busing protocols (e.g. masks, physical distancing in bus seats). We would like to know if you are interested in busing or if you will prefer to drive your children to and from school. [Please note that this is for informational purposes; a separate registration form will be sent out shortly].

2,040 responses



Concerns for Children's Return to School

- Health and safety (79.2%)
- Social and emotional well-being (75.7%)
- Learning progress/loss (74.5%)
- Keeping up with grade level skills (66.2%)
- Recovering from trauma (8.9%)

“Other”:

- Transportation
- Mask-wearing
- Child care/work demands
- Teacher/adult stress
- Learning and future preparedness
- No concerns

Additional Considerations

- Appreciation for the work teachers have done
- Worries related to job pressures, economic burdens, and child care
- Suggestions to stick with remote learning
- Suggestions to return to classroom
- Suggestions to use a hybrid model
- Asking for communication ahead of time; assist families in helping children adjust
- Wondering about changes to/anticipating loss of specials, clubs, athletics, etc.
- Worried about IEP accommodations, requested testing, and meetings
- Suggestion to consider outdoor spaces

How can the District Improve Upon Remote Learning?

- More rigorous expectations for academic work and participation
 - More live meeting time/synchronous instruction and personal connections
 - More accountability (e.g. attendance and grading)
 - More structure, consistency, and longer duration (approximating a full day)
 - Predictable communication and clear instructions
 - Expand/improve resources -- Chromebooks and apps
-
- You can't -- it's not the same as in-person learning
 - Varying responses by level

How can the District Improve Upon Remote Learning? (360 Faculty/Staff Responses)

- Clearer expectations
- Higher expectations for student work and participation
- More structure and consistency
- Guidance on appropriate technology tools
- More live meeting time/synchronous instruction
- More accountability (e.g. attendance and grading)
- Expand/improve resources -- Chromebooks and apps including platform
- Professional development for teachers; training for students and families
- Planning time to teach in remote environment

Early July Faculty Responses on Return to School

The district is developing options for the return to school in Fall 2020. It is likely that several types of schooling environments and schedules will be needed.

A possible scenario is **full in-person instruction**, with health and safety requirements in place. If school were allowed to be held in this way and implemented CDC and state guidelines for social distancing and health, and masks, would you participate in all aspects of school? Your response is for planning purposes only.

76.9% of faculty/staff said they would be present in school; 3% said they had medical concerns about being present in school; 20.9% were unsure, mostly related to childcare or concerns over health/safety/cleanliness

Another possible model is a **hybrid** approach, where 50% of our students will attend live school, while the other 50% will attend remotely, and then the groups will switch. If school were allowed to be held in this way and implemented CDC and state guidelines for social distancing and health, and masks, would you participate in all aspects of school? Your response is for planning purposes only.

75.3% of faculty/staff said they would be present in school; 5% said they had medical concerns but could participate in remote learning; 19.7% were unsure, mostly related to childcare or concerns over health/safety/cleanliness

Faculty Concerns for Return to School

- Health and safety (92.5%)
- Social and emotional well-being (71.9%)
- Academic gaps for students (62.5%)
- Scheduling with family commitments (38.9%)

“Other”:

- Planning time
- Making adjustments to the curriculum
- Adherence to/enforcing mask wearing and physical distancing practices
- Concern for at-risk family members
- Access to appropriate PPE

Additional Considerations (Faculty/Staff)

- Excitement to return to see the students and colleagues
- Fear about health and safety -- personal, for colleagues, for their family, and for students/families
- Desire to return to school
- Desire to remain remote
- Desire to have hybrid model
- Concern about DESE requirements of masks only grade 2-12 and 3 feet of physical distance
- Equity of experience across the district
- Planning for instruction to shift among in-person, hybrid, remote

THANK YOU!

Principals and Assistant Principals

Central Office Administrative Team

Reopening Taskforce and Building Based Teams

FEA Leadership

Faculty and Staff

School Committee Members