

Acton Boxborough Regional School District

Transition to School

School Committee

July 23, 2020

Thanks

WORKING GROUPS			
<u>Instructional Core/SEL</u>	<u>Operations</u>	<u>Stakeholders & Communication</u>	<u>Human Resources & Finance</u>
<ul style="list-style-type: none"> * Deb Bookis (facilitator) Debbie Dixon Amy Bisiewicz * Juliana Schneider Beth Baker David Lawrence Susan Root Peggy Harvey Amy Maciel * Mike Baluescu Maryann Young David Green 	<ul style="list-style-type: none"> * Dawn Bentley (facilitator) Erin Bettez JD Head David Krane Damian Sugrue Maurin O'Grady Jim Marcotte Diane Spring Joanne Chadwick 	<ul style="list-style-type: none"> * Peter Light (facilitator) * Dana Labb Chris Whitbeck Mike Csorba Allison Warren Erin Doherty Kristin Kilcomins Holly Nielsen Vlaininac Kyra Wilson Cook 	<ul style="list-style-type: none"> * Marie Altieri (facilitator) Dave Verdolino * Larry Dorey * Andrew Shen Lynne Newman Gabby Berberian Adam Klein

* Denotes Steering Committee member , additional recognition for Amy Krishnamurthy

The Parabola Project

The Parabola Project* is a collaboration between Ariadne Labs and The Learning Accelerator with funding from the One8 Foundation

[Ariadne Labs](#) is a joint center for health systems innovation at Brigham & Women's Hospital and the Harvard T.H. Chan School of Public Health. Our vision is for health systems to deliver the best possible care for every patient, everywhere, every time. Our mission is to save lives and reduce suffering by creating scalable solutions that improve health care delivery at the most critical moments for people everywhere. Our main areas of work focus on solutions for childbirth, primary care, surgery, and serious illness care. We work in the United States and 26 other countries across the world.

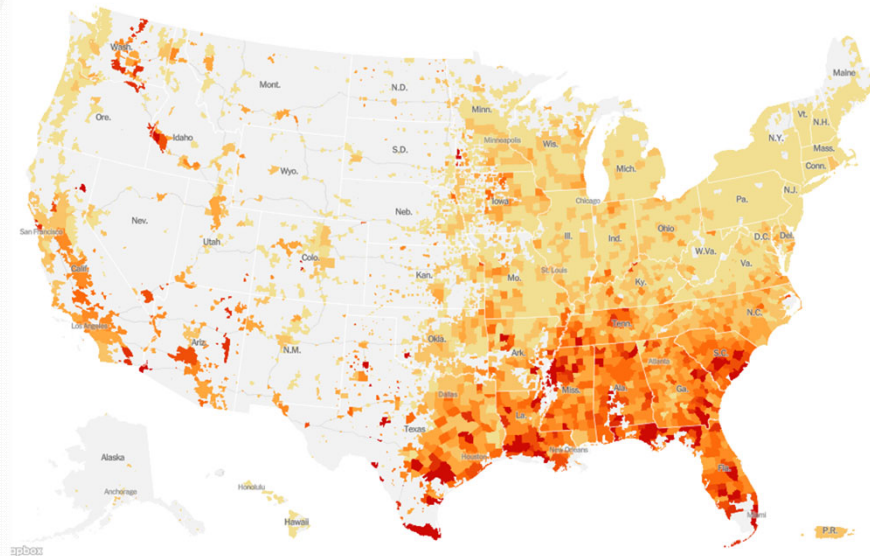
[The Learning Accelerator](#) is a national nonprofit that is working to make the 'potential' possible and practical for every teacher and learner. Underpinning TLA's work is a drive to ensure each student receives an effective, equitable, and engaging education – one that is informed by data and supported by technology – that supports them to reach their full and unique potential. Our mission is to connect teachers and leaders with the knowledge, tools, and networks they need to enact practices to transform K-12 education.

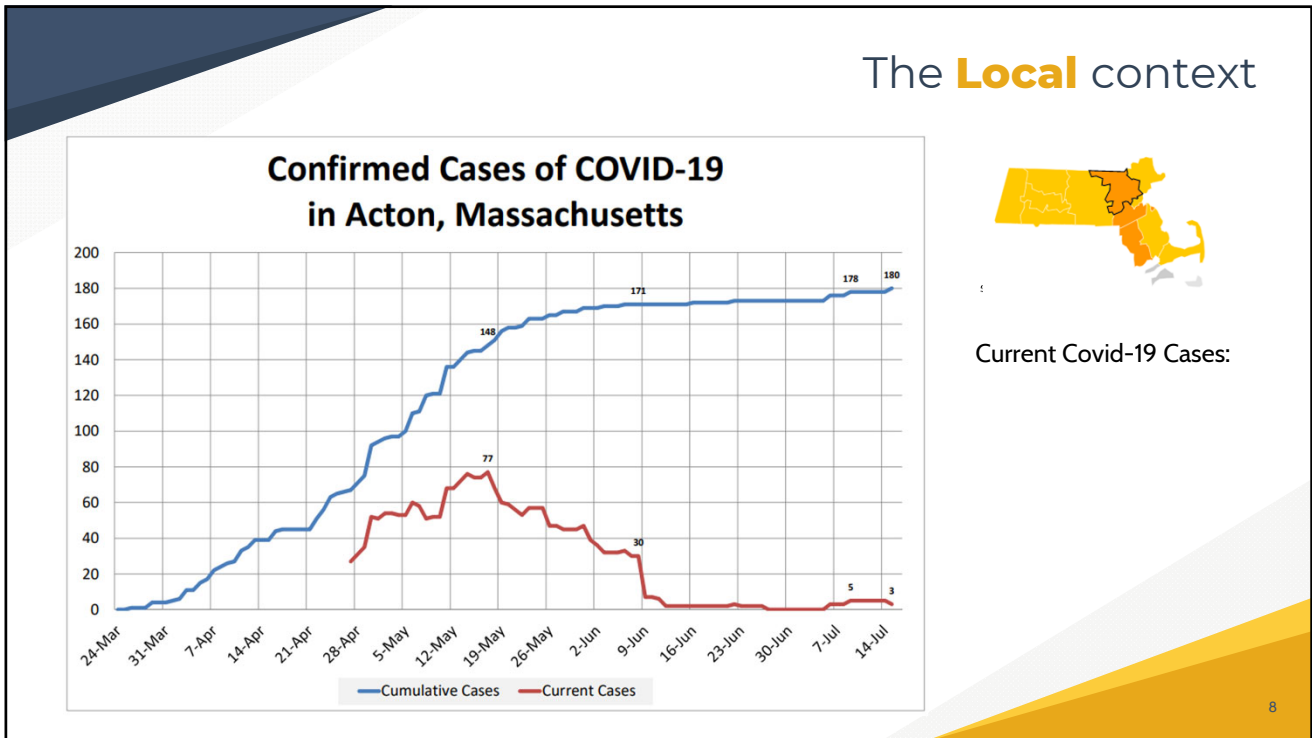
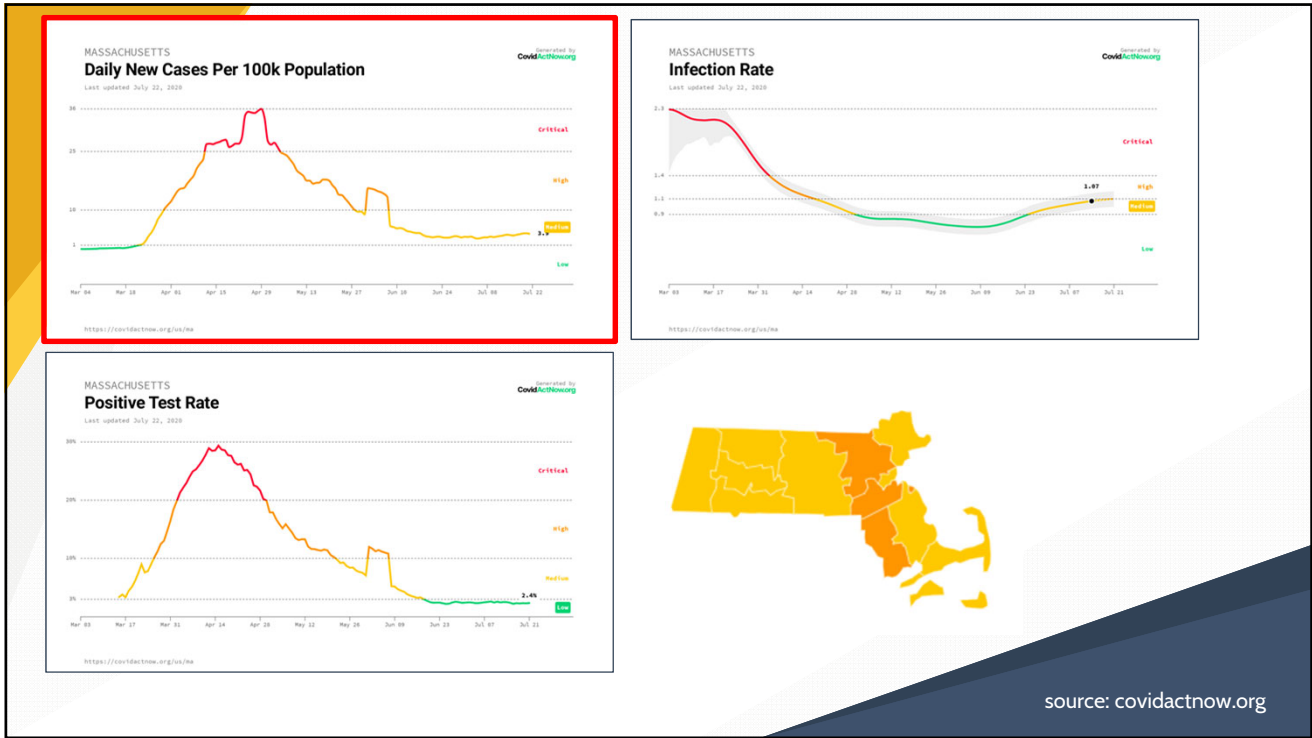
* Public Release scheduled for 7/24/20

Guiding Principles

- Safety and health are our top priorities.
- We will keep plans realistic for all stakeholders: students, families, staff and community.
- We will create warm and welcoming environments in our schools that prioritize connections with and among students and staff.
- We will support students' ~~social~~ emotional well-being.
- Equity will remain at the core of our work as we plan for students.
- Our focus is on students as learners and individuals, not just about unfinished teaching and learning.
- Communication is critical to maintaining trust.

Acknowledging and Balancing Risk





What does this data mean to us?

- ▼ Local (Acton/ Boxborough) data is favorable
- ▼ Middlesex County data bears watching
- ▼ Massachusetts data is generally favorable
- ▼ National data is concerning

How does this impact our decision-making?

- ▼ We will continue to monitor data each day
- ▼ May need to make adjustments to starting plans

Safety Precautions

"There are **three critical health and safety practices** that are known to substantially reduce the risk of transmission of COVID-19, which we are calling **Three For You and Me.**"



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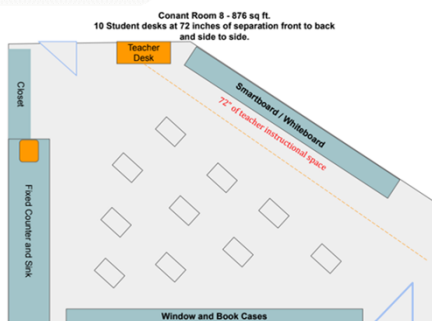
UNIVERSAL HEALTH & SAFETY PRACTICES: THREE FOR YOU AND ME

1	Masks/Face Coverings <ul style="list-style-type: none"> All students in preschool through grade 12 will be required to wear masks.* All faculty and staff will be required to wear masks.* Students will need to bring two masks from home on a daily basis. They can be reusable (but must be washed each day) or disposable. Masks will be available in each school should a student need a mask provided to them. Each school schedule will provide an opportunity for "mask breaks" throughout the day. These will occur with students six feet apart, ideally when students are outdoors.
2	Handwashing/Hygiene <ul style="list-style-type: none"> Students and staff will be required to wash or sanitize their hands upon arrival to the school, before eating, before putting on and taking off masks, and prior to dismissal. Each school will place hand washing and sanitizing visuals throughout the schools to remind students and staff of proper handwashing and hand sanitizing procedures.
3	Distancing <ul style="list-style-type: none"> Our goal is to maintain a physical distance of six feet between individuals when possible. Three feet is the minimum distance allowed between people. During mask breaks, six feet of distancing between students and staff is required. Desks will be arranged at least six feet apart in classrooms and face the same direction. Alternative spaces in each school (e.g., cafeteria, library, auditorium, etc.) will be repurposed to increase available space and accommodate additional distancing.



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Classroom Configuration/ Cohort Sizes



- ▼ Reviewed sq. ft. of every classroom/ instructional space across District
- ▼ Modeled configurations of different size spaces to determine cohort sizes (at different distances from 3-6')
- ▼ Examples available on website



12 desks
The edge of one chair is spaced 72" from the edge of its front-to-back neighbor and 72" from its diagonal neighbor

Ventilation

- ▼ District compliant with recommendations from both CDC and ASHRAE
- ▼ Classrooms designed to replace 20% air w/ 30 people in room
 - ▼ Assumes fully loaded building
 - ▼ We will operate at $\frac{1}{2}$ load capacity (in hybrid model)
- ▼ MERV-13 air filters standard
 - ▼ MERV-8 is code compliant
 - ▼ MERV-13 recommended by CDC, EPA and ASHRAE during Covid-19
 - ▼ Filters will be changed 5 times during school year (rec. is 4X)
- ▼ Buildings flushed for 2 hours prior to first arrival, 2 hours after last occupancy
- ▼ Exhaust fans will run 24/7
- ▼ Windows in classrooms and busses should remain open will being used
 - ▼ All operable windows have been checked for functionality
 - ▼ All classrooms have univentilators that pull air directly from outdoors

Recommended Plan

(as of 7/23)

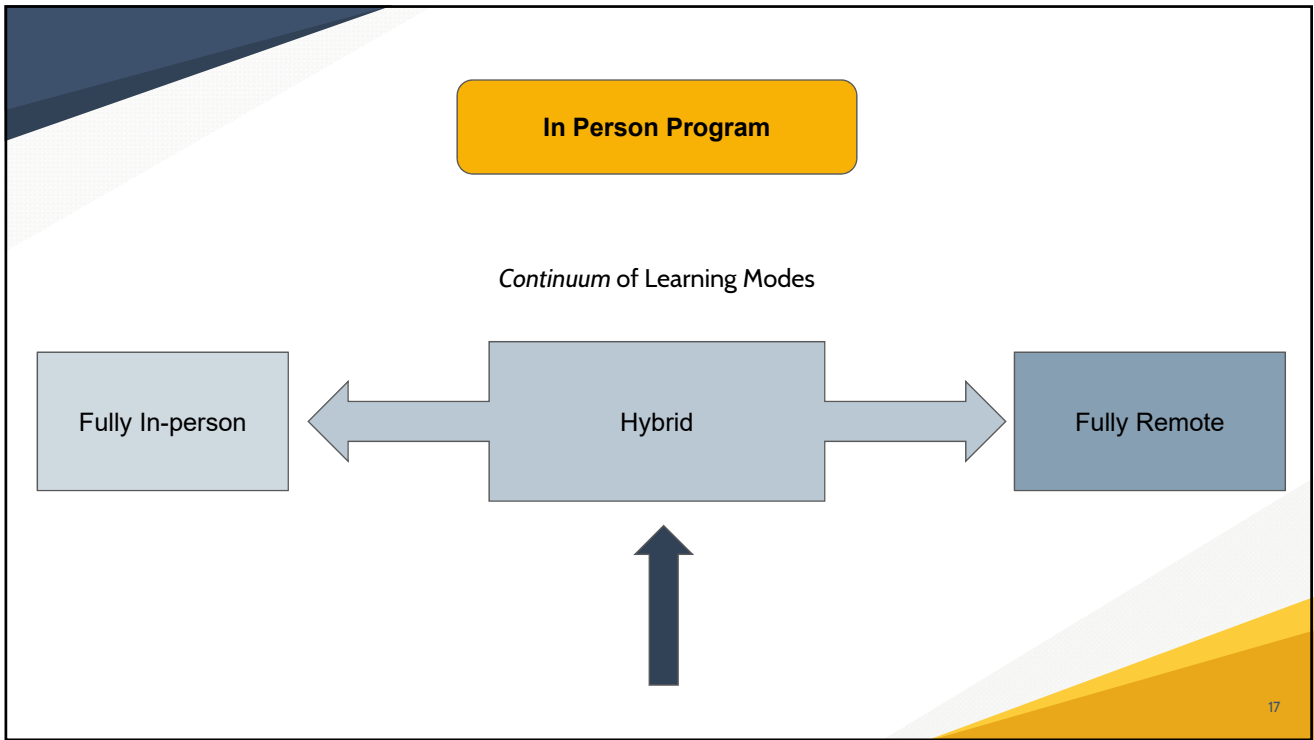
Two Programs:

est. **80%** of students

In Person Program

est. **20%** of students

Remote Learning Program



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**In Person Program:
Hybrid Mode**

	Monday	Tuesday	Wednesday**	Thursday	Friday
Blue Cohort	In-person	Remote <i>(Students work on assignments independently)</i>	Combined, shortened remote teacher-directed instruction (<i>Early release for K-12 educator collaboration</i>)	In-Person	Remote <i>(Students work on assignments independently)</i>
Gold Cohort	Remote <i>(Students work on assignments independently)</i>	In-Person		Remote <i>(Students work on assignments independently)</i>	In-Person

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In Person Program: Hybrid Mode

	Monday	Tuesday	Wednesday**	Thursday	Friday
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Gold Cohort	Remote (Students work on assignments independently)	In-Person		Remote (Students work on assignments independently)	In-Person

Students in this mode of learning will:

- attend school in-person twice per week (days depending on cohort assigned)
- engage in remote independent learning twice per week.
- On Wednesdays, educators will meet with all of their students in a shortened and combined (both blue and gold cohorts) remote meeting (~20 minutes).

"The majority of students will be assigned a cohort by alphabet in order to keep siblings in the same cohort K-12."

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Remote Learning Program

Elementary

- District-wide grouping (not school based)
- "Homeroom" class
- Classroom teachers and district curriculum coordinators and coaches
- Duration: one year.

Secondary

- instruction from the same educators as students attending school in-person
- Teachers: 4 sections of in-person instruction and 1 section of fully remote learning
- Duration: one year

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School Calendar Note:

- Pending School Committee Vote
- Start Date: 9/8 (Tuesday after Labor Day)
- 6 Professional Days (pending DESE approval)
 - (2) 8/26 (Wed.) & 8/27 (Th.)
 - (4) 8/31 - 9/3 (Mon. - Th.)

Two Programs (Staffing Considerations):

est. 80% of students

In Person Program

Need to ensure sufficient staff to ensure all classes and cohorts can adhere to health and safety protocols

est. 20% of students

Remote Learning Program

Need to provide sufficient staff to ensure effective programming for students in the remote environment

Staffing considerations based on student enrollment and individual staff needs

Remote Learning Program (RLP) Staffing Implications

K-6 Staffing (based on initial family survey):

- Estimated equivalent of two sections per grade level across district
- Total of 15 teachers dedicated to Remote Learning
 - (6) Curriculum coordinators and coaches
 - will focus on areas of specializations (ex. literacy focus across grade levels)
 - (9) Current teachers
- Of 9 classroom teachers reassigned to RLP, 4-6 will need to be backfilled for in-person option to maintain cohort sizes that can provide 6' distancing in classrooms

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Remote Learning Program (RLP) Staffing Implications

7-12 Staffing (based on initial family survey):

- 5-6 Teachers will work in fully remote environment
- Remaining staff assigned to RLP as part of teaching load
 - Ex. teacher teaches 5 total classes
 - 4 in-person sections
 - 1 RLP section
- Of teachers reassigned to RLP, 3-4 will need to be backfilled for in-person option to maintain cohort sizes that can provide 6' distancing in classrooms

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Remote Learning Program (RLP)

Staffing Implications

7-10 additional teachers (K-12) needed to support In-person and remote learning programs

- Need student enrollments prior to finalizing staffing needs

\$500-600K - Total additional costs for staffing

\$200K - Anticipated savings from reduced in-person schedule

\$300-400K - Net Budgetary Impact of Staffing Needs

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ADK Considerations



Kindergarten Educational Considerations

- Not your “typical” K environment
- 5 year-olds need special considerations educationally
- Full day would be challenging for K students, given environment
- Recommending ½ day for ALL K students
 - Classes split (AM/PM cohorts) to maintain 6’ distancing
 - Time between sessions to clean/sanitize classrooms

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Kindergarten Financial Implications

- If recommendation implemented, no ADK available
- Staff costs will need to be assumed into operating budget or other funding sources
- Currently exploring cost saving opportunities associated with smaller cohorts

\$800K - Lost revenue

\$ TBD - Potential savings

\$800K - Net Budgetary Impact of no ADK (savings TBD)

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Other Financial Considerations

Other Financial Considerations

- Chromebooks issued to all students K-12
 - \$700K - Existing supply plus: Grade 1, Grades 9-12
 - Costs eligible for CARES Act reimbursement
- Protective Equipment (PPE)
 - Masks, Cleaning Supplies & Equipment, Face Shields, Gowns, Gloves, etc.
 - \$300K - estimated INITIAL Cost (3 mos. supply)
 - Costs eligible for FEMA reimbursement at 75%
- Tents (Outdoor Education - all buildings)
 - \$45K - materials and installation
- Still TBD:
 - Custodial Overtime
 - Additional Materials/ Supplies
 - Impact of possible closures

\$1M - Net Budgetary Impact Other Financial Considerations

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Financial Summary

Financial Summary - Additional Costs

Category	Cost
Staffing	\$300-400K
ADK	\$800K
Other	\$1M

TOTAL ADDITIONAL COSTS	\$2.1 - 2.2M
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Financial Summary - Funding Sources

Category	Cost
Budget Contingency	\$ 500K
ESSER Fund	\$ 115K
CARES Act	TBD*
FEMA (75% of costs)	\$ 225K
CvRF (Additional CARES Aid)	\$1,191K

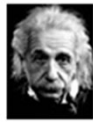
TOTAL Funding Sources (LESS CARES*)	\$2.0M*
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Immediate next steps (for next week)

- Evaluating opportunities to provide families with flexibility to switch between remote and in-person learning as year progresses
- Provide families (& students) and educators with clear daily sample schedules for:
 - Remote Learning Program
 - Hybrid Model
 - In-person Days
 - Remote Days

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“As far as the laws of ~~mathematics~~ refer to reality, they are not certain; and as far as they are certain, they do not refer to reality.”

– Albert Einstein

Covid-19



Q&A