



Barnstable Public Schools Task Force on Reopening Schools

Reopening Barnstable Public Schools (BPS) will be informed by Governor Baker's Office, the Department of Elementary and Secondary Education, the Department of Public Health, and local officials and experts from the Town of Barnstable. As we await guidance from state officials, BPS has begun scenario planning. In all likelihood, three scenarios will exist for school year 2020-21:

1. Remote Learning 2.0
2. Modified On Campus - schools open with significant safety measures including social distancing, alternate schedules, and modified capacity
3. Hybrid/Blended - Schools provide an hybrid approach with some students at home and some in class

Depending on public health, the district may be faced with rolling closures and may need to pivot within and across the three scenarios.

Recent concept papers from organizations such as AFT, NEA, and others call for a reopening design process that includes the perspective of various stakeholders to promote transparency and joint decision-making. To this end, BPS is launching a number of subcommittees intended to engage educators and staff in reopening plans.

As reopening plans begin, the need to continue teaching and learning through the summer months is a high priority for the district. Summer learning opportunities need to be beyond traditional summer school, focusing on critical grade level content necessary for the school year 2020-21. While summer learning will be optional for BPS students, it must provide opportunities for high levels of student engagement in rigorous content and support social emotional learning. It is critical that school and district leaders work with families to emphasize the significance of ongoing learning during the summer months. The following subcommittee will address plans for summer learning for BPS students:

Summer Learning Subcommittee: *Kristen Harmon (Chair), Gina Hurley, PK-12 Principals, Eric Bruinooge, Catherine Zinni, Joel Villegas, Kari Morse, Jen Perry, Kathy Astrauckas, Laura Welch (BHS), Dylan Gerald, Chaitra McCarty, Kim White, Jackie Gillis, additional members TBA.*

Key Questions:

1. What is the instructional experience we hope for students during summer?
2. What critical grade level content will be addressed?
3. What are the expectations for student/family engagement?
4. How will our most academically vulnerable students be supported?
5. How will we incorporate social emotional learning?

6. Is it possible to have some in-person learning over summer?

Reopening Barnstable Public Schools

The district launch of subcommittees to plan, develop, and implement processes for reopening will be supported by a district Steering Committee. The purpose of the **Steering Committee** is to finalize the reopening plan, based on the work of the Task Force Subcommittees.

Specifically, the Steering Committee will:

- Ensure the coherence of the reopening plan
- Maintain and strengthen equity for BPS students
- Consider long term priorities for the district
- Provide diverse perspectives based on the steering committee members' experiences
- Provide district context and expertise
- Finalize the plan and communicate out to other stakeholders

Members of the Steering Committee include: *Meg Mayo-Brown, Kristen Harmon, Gina Hurley, Dylan Pauly, Pat Clark, Jim Anderson, Mike Wojkowski, Kathy Amato, Mery Faial-Zaynune, Matt Scheufele, Beth Forbes, Cathy Milne, Nikki Caucci, Brooke Styche, Steve Kaser, David Kanyock, Bill Cole, Gareth Markwell, Pam Ciborowski, Barbara Dunn and Mike Judge.*

Task Force Subcommittees

Curriculum, Instruction, and Assessment (CIA) – Given the scope and size of the CIA subcommittee, two working groups will be formed. The working groups are asked to focus their efforts on adjustments to curriculum, instructional experiences for students and educators, and overall social emotional and academic development for BPS students as we reopen. In order to ensure coherence between the working groups, the two working groups will report and vet their recommendations to the CIA Task Force. The members of the CIA Task Force include *Kristen Harmon (Chair), Gina Hurley, PK-12 Principals, Brooke Styche, Kathy Astrauckas, Bethann Orr, Barbara Dunn*

Elementary Working Group – Kari Morse (Chair), Catherine Zinni, Kathleen Giorgio, Dylan Bissonnette, Mike Wojkowski, Kathy Amato, Mery Faial-Zaynune, Matt Scheufele, Beth Forbes, Cathy Milne, Nikki Caucci, Kim White, Kelly Lawrence, Miriam Loisell, Terri O'Hara, Maggie Donahue, Mary Beth Capobianco, Tara Ewald

Secondary Working Group – Jen Perry (Chair), Eric Bruinooge, Jim Anderson, Pat Clark, Joel Villegas, Jen Caron, Tina Crook, Kaitlyn Chamness-O'Connor, Ginny Turner, Alicia Couture, Scott Pyy, Erin Eastman, Julie Lariviere, Mike Smith, Jennifer Mullin

Key Questions for the Subcommittee:

1. What is the instructional experience we hope for students and staff as we reopen?
2. What aspects of student learning and/or student experiences will be missing or going to be more challenging in the fall?
3. What critical grade level content will be addressed? In what ways do curriculum maps need to be revised? Is every standard necessary to teach?
4. What is the right pacing within the curricula?
5. How will our instruction adapt to meet the needs of our students, including those most vulnerable in the areas of social, emotional, and academic development?
6. How will we incorporate social emotional learning?
7. How do we best assess where students are within the context of social, emotional and academic development? (i.e., How will we assess gaps?)
8. What professional development practices/models are needed to assist their teachers' enhancement of remote and or blended learning instructional practices?
9. What strategies will need to be employed for the fall to assist teachers in building culture and classroom routines in a remote or hybrid environment with students they have not met?

Once the Task Force has finalized CIA expectations for reopening, principals will ensure that their building-based MTSS teams are meeting to discuss the recommendations and plans from the CIA Task Force while ensuring behavior expectation intervention and response is utilized. <https://docs.google.com/document/d/11AkBHEV2xfzmBGXXA5u18EUrqX57qvftF1sATRCgGNs/edit?usp=sharing>

Physical Learning Environments: The purpose of the Physical Learning Environments subcommittee is to assess spaces for student learning and overall student and staff safety. Recommendations are necessary to determine the number of students and staff that can safely be physically present in a school space. Additionally, this subcommittee should evaluate and recommend necessary PPE for schools and district spaces.

Mike Lambros (Chair), Pam Ciborowski, Steve Kaser, Nikki Caucci, Matt Scheufele, Kathy Amato, Beth Forbes, Mery Faial-Zaynourne, Cathy Milne, Eric Curry, Valerie Smith, Dan Case, Brooke Styche, Stacy Hadfield, Stacy Brackett, Michelle Fravel

Key questions for the subcommittee:

1. What is safe building and classroom capacity under social distancing guidelines?
2. What physical modifications will be needed to reopen schools?
3. Where can we repurpose space for instruction?
4. How do we minimize student traffic contacts?
5. Where do we focus cleaning time and budget?
6. What parent, visitor, vendor restrictions need to be in place?
7. Will there be a need for increased staffing in custodial, nursing or security?
8. What needs to be in place for hand hygiene?
9. What adjustments need to be made in Nurses' Offices?

10. What PPE is necessary for school reopening?

Operations (Transportation, Food Service, Maintenance, Technology Infrastructure): The purpose of the subcommittee is to consider and plan for critical aspects of operations for remote, modified on campus or hybrid models.

David Kanyock (Chair), Mike Lambros, Sandy Gifford, Nathan (Five Star), Dave Badot, Steve Kaser, Gareth Markwell, Dylan Gerald, Shawn Wenzel, James Anderson, Moira Bundschuh

Key questions for the subcommittee:

1. How can transportation support social distancing and be cost effective?
2. Will temperature scans be necessary before boarding a bus? Entering school?
3. What will be the cleaning protocols for buses? How frequently will this need to occur?
4. How can our technology infrastructure fully support remote and in-class learning?
5. Can/should the district continue to offer extended day care programs (before school and after school programs)? And if so, how will the program need to be restructured/redesigned in order to operate safely and in adherence to guidelines?
6. Are there considerations for indoor air quality?
7. What modification will cafeterias need for fall 2020?
8. How will students pick up and receive meals?
9. Will lunch lines need to be socially distanced? If cafeterias are not used, how/where will meals be served
10. What are the financial impacts of implementing social-distancing requirements?
11. What protocols/restrictions will be needed for outside & public use of district facilities and grounds ?

Special Education Requirements – The purpose of this subcommittee is to review MA DESE and federal IDEA requirements and guidance to determine best practice and compliance with evaluations, IEP meetings and reevaluations, service delivery models within the three scenarios (remote learning, on campus modified, hybrid/blended).

Eric Bruinooge (Co-Chair), Catherine Zinni (Co-Chair), Stacy Campasano, Stephanie Markwell, School-Based Team Chairs, Melissa McCarthy-Kraus, Dylan Pauly, Gina Hurley, (school nurse TBA), Pamela Troutman, Chris Viens

Key questions for the subcommittee:

1. How will the implementation of IEPs for special education students be met in a remote, hybrid, or on campus modified academic program?
2. What are the service delivery models for related services in a remote, hybrid, or on campus modified program?
3. How will evaluations or reevaluations be conducted in a remote, hybrid, or on campus modified program?

4. How can a staff member safely assist students who require hands-on assistance or without creating mutual risk?
5. What are the service delivery models in a remote, hybrid, or on campus modified program?
6. What consideration needs to be given for medically fragile students?
7. What consideration needs to be given to students for whom wearing a mask will be challenging?

Behavioral Health: The purpose of this subcommittee is to prioritize efforts to address the mental and behavioral health needs of students, and ensure that our recommendations for practice are culturally sensitive and ensure equity and access for all students.

Gina Hurley (chair), prek-12 principals, Joel Villegas, Kathy Astrauckas, SEAD coaches, 1-2 of each (school counselor, social worker, school psychologist, nurse), Wendy Hesse, Jim Buckman, Moira Bundschuh

Key questions for the subcommittee:

1. How will each school identify and implement the integration of universal behavioral and mental health supports in general education (Tier 1); as well as identify and implement interventions to address the needs for students who additionally require moderately or high intensity behavioral and mental health supports (Tier 2 and 3)?
2. How will we embed our PBIS practices into the curriculum, and teach learning and behavioral expectations regularly into instruction?
3. How will we prioritize and implement practices that result in connectedness and positive relationships with students and families?
4. How will schools build all students' social and emotional competencies as part of universal instruction?
5. How will our practices in this area promote equity and inclusion in order to ensure that students can fully engage in behavioral and mental health supports and services?
6. How will we build, expand, and facilitate trauma-sensitive school culture in each of our schools?
7. How will we engage families and caregivers?
8. What roles do SISP staff have in this work? How will their work differ from the past?
9. How will we ensure engaging instruction to prevent disengagement that can lead to behavior problems?
10. How will we use our community agencies and resources to support our work?

COVID Protocols: The purpose of this subcommittee is to develop and oversee necessary protocols for district and school operations.

Pam Ciborowski (Chair), Valerie Smith, Wendy Hess, Beth Deneen, Dan Case, Steve Kaser, Hope Taylor, Melisa Peters, Dave Kanyock, Brooke Styche, Eric Curry

Key questions for the subcommittee:

1. Will there be standardized screening protocols for staff and students entering school buildings?
2. How will students and staff social distance in school? On the bus? During arrival, passing, recess and dismissal times?
3. What protocols will be required for athletic facilities to be maintained and cleaned due to the coronavirus?
4. What protocols are necessary for parents to enter school?
5. What protocols are necessary for hand hygiene?
6. What protocols are necessary for mask wearing?

Educator and Staff Support: The focus of this subcommittee is to support staff and educators through New Educator Orientation, support for the emotional well being of staff, and possible EAP Topics.

Human Resources (Chair), Kristen, PK-12 Principals, Brooke Styche, Barbara Dunn

Key questions for the subcommittee:

1. How do we best support educators and staff to resume life in the classroom?
2. In what ways can we best support educators and staff social and emotional well-being?
3. How do we onboard staff in a remote or hybrid instructional model?
4. How do we ensure that educator and staff voices are heard in planning and implementation of reopening models?

Co-Curricular Activities: The purpose of this subcommittee is to evaluate and recommend whether co-curricular activities, including athletics, can resume in the fall.

Scott Pyy (Chair), Scott Thomas, Steve Kaser, Jim Anderson, David S., Advisor TBA, Keith Caldwell, Wendy Johnson

Key questions for the subcommittee:

1. How can we safely open athletics in fall 2020, pending MIAA decisions?
2. How can we provide co-curricular activities in each of the three scenarios: remotely, on campus modified, or hybrid?

Possible Reopening Scenarios

1. Remote Learning 2.0

Using lessons learned from March 13 to June 18, enhance remote learning based on stakeholder feedback, content priorities and DESE guidance/requirements.

On Campus Modified

2. **Split or rotating schedules to meet social distancing demands.** *Several possible models, such as:*

- a. By age or grade band
- b. By classroom
- c. By content focus
- d. By student need
- e. By student/family choice

Key characteristics: **reduced person to person contact; fewer students onsite at any one time;** possible robust homework requirements; prioritization of content; must consider alternative definitions of full time/part-time; educator caseload implications

Hybrid/Blended

3. **Phased in opening WITH remote learning** to meet social distancing demands

- a. Could include elements of #2
- b. Staggering decisions based on district priorities

Key characteristic: **some school facilities open for some groups of students**, while others remain closed until a later date or certain community characteristics are met. Students who are not attending open schools are participating in remote learning.

4. **Split or rotating schedules with remote learning to meet social distancing demands**

- a. Same possible split characteristics as in #2 above
- b. Includes an organized system of remote learning— portability of the curriculum and instruction to include delivery online, from alternative locations with real-time broadcast, paper packet exchange, etc.

Key characteristics: **split or alternating schedule on-site combined with substantial portion of learning occurring off-site.**