

The background is a solid blue color with a repeating pattern of small, light blue icons. These icons include various school-related items such as books, pencils, paper airplanes, lightbulbs, and other educational symbols.

Bedford Public School Fall Reopening Plan 2020-2021

Bedford School Committee

August 31, 2020

Reopening Plan

-Hybrid-School Committee August 5th

All Together Culture

- All hands on deck pitching in for student success
- Working as teams, collaborating and assisting one another to learn a new system
- Since last spring and over the summer, everyone has been preparing with many types of professional development

School Committee Requested Tasks to be Completed

- To provide more detail and clear information on what the hybrid model will look like, for both when the students are "in-person" and also on the days they are "remote", and for Wednesdays, when everyone is "remote".**
- To create a clear model for the students who are remote every day (those that selected the "remote option"), while others are hybrid. We need to create the details behind a model for these students that is taught by Bedford teachers, with Bedford curriculum.**
- To create a robust, rigorous and engaging all remote model, if indeed, we need to all pivot to an all remote model quickly, due to the virus.**
- To generate ideas, suggestions, plans for a staggered reentry. What this means, is on September 16th, which grade levels, or groups should return, on the 17th, 18th, etc.**
- Lastly, to think about and provide concrete *suggestions* on how the 10 days can be utilized leading up to September 16th.**

District Reopening Committee

K-5

Kristie Kimball-Dorey

**Lisa Bourgeois
Love**

**Tricia White
Albonesi**

Kim Peterson

Taryn Curro

Amanda Cincotta

**Stacy Vallely
Katie McKinney**

Jess Colby

Jane Del Gobbo

Jamie

Laura

Co-Chairs:

Jackie Smith

6-12

**Meagan Asp
Stief**

**Karen Burstein
Klein**

**Nicole Miles
Comeiro**

**Dave Boschetto
Hudder**

**Kenneth Mierz
Nagle**

**Michelle Dellavalle
Donnelly**

Charlene Abede

Maureen McDermott

Scott

Bonnie

Kim

Dan

Jim

Richard

Staggered Re-Entry and 10-Day PD Planning for Staff/Faculty

- **Staggered Re-Entry**
 - Wednesday, September 16th,
all remote
 - Thursday, September 17th,
Cohort A for half a day (early release)
 - Friday, September 18th,
Cohort B for half a day (early release)
 - Monday, September 21st,
begin regular hybrid schedule
- **10-Day PD Planning for Staff/Faculty (August 31st-September 15th)**

Guidance On Learning

- **Hybrid**
- **All Remote**
- **In-Person**
- **Remote Option (Bedford for Bedford)**

Review of Learning Models

Table of Learning Models

In-Person Model	<ul style="list-style-type: none">• 17-28 students per classroom• 3' minimum distancing• Most challenging environment to maintain health and safety measures• Best for student learning and social-emotional support
Hybrid Model	<ul style="list-style-type: none">• Students will spend part of their time in person, and part their time remotely• 8-14 students/cohort each day• 6' minimum distancing• Improved ability to maintain health and safety measures• Compromise between in-person and remote learning• When learning remotely, there will be times that students will be supported by staff.
All Remote Model	<ul style="list-style-type: none">• All classes taught remotely by staff• To be used only if public health concerns preclude in-person learning• Least advantageous for learning and social-emotional support• This would include all students in the district

Review of Learning Models

Remote Learning (Bedford for Bedford)	K-12 Remote Option <ul style="list-style-type: none">• Curriculum aligned to the curriculum of the Bedford Public Schools• Curriculum taught by Bedford Public School educators
Independent Homeschooling	Withdrawal as a Bedford Public School student and entering into a homeschool plan submitted to the district.

District Hybrid Model

Hybrid Model Schedule

	Monday	Tuesday	Wednesday**	Thursday	Friday
<u>Cohort A</u>	In-person	Remote <i>(Students engage in remote work with supports)</i>	Combined, shortened remote teacher-directed instruction <i>(Early release for K-12 educator collaboration)</i>	In-Person	Remote <i>(Students engage in remote work with supports)</i>
<u>Cohort B</u>	Remote <i>(Students engage in remote work with supports)</i>	In-Person		Remote <i>(Students engage in remote work with supports)</i>	In-Person

Defining Cohorts A-D

Cohort A: Students with the last names that begin with Letters A through K. These students will attend school in person Monday and Thursdays.

Cohort B: Students with the last names that begin with Letters L through Z. These students will attend school in person Tuesdays and Fridays.

Cohort C: Students with significant and complex needs, preschool children, and English Learners with high needs, will be prioritized for receiving in-person services. These students will attend school Monday, Tuesday, Thursday and Friday.

Cohort D: These students will be fully remote.

District Hybrid Model

- A hybrid model allows for class sizes that allow a six-foot social distancing as recommended by the CDC between students in classrooms.
- Students coming to school will be divided into two (2) cohorts: **A** and **B**. Students in this model of learning will attend school in-person twice per week (days depending on cohort assigned).
- **Cohort A**, would attend Monday and Thursday, and be in remote learning on Tuesday and Friday with specific assignments being required and with support staff (i.e. TA's, EL teachers, EA's, Literacy Specialists, Special Needs teachers, and Instructional Coaches meeting with students individually, within small groups, or per class). **Cohort B** would attend Tuesday and Friday.

District Hybrid Model

- Students will **all** be remote on Wednesdays, educators will meet with all of their students in a shortened and combined (both A and B cohorts) remote meeting.
- The majority of students will be assigned a cohort by alphabet (A-K, L-Z) in order to keep siblings in the same cohort K-12.
- Please note that there were other hybrid models that we considered, including a week on/week off approach and a morning/afternoon approach. There are strengths and weaknesses to each hybrid schedule. Some advantages to the schedule we selected is that the curriculum and instruction can happen in parallel with both groups more easily, students are never out of school for an extended period of time, and the days in school and out of school are predictable from week to week. It also allows for cleaning to occur with enough time, to make sure that cleaning has happened extensively.

A View of the Hybrid Model Across the Four Schools

Davis School - Integrated Preschool

The Preschool Morning Program is from 9:30 - 12:30 - Monday, Tuesday, Thursday and Friday

The Preschool Full Day Program is from 9:30 - 3:00 - Monday, Tuesday, Thursday and Friday

- All preschool students will attend 4 days a week in person - Monday, Tuesday, Thursday, Friday
- On Wednesday specific services will be provided to students on IEPs remotely
- A preschool class is 10 children and they are a cohort.
- Requests for Remote only Preschool will be arranged for children on IEPs

Time	Sample Monday/ Thursday Schedule Schedule would be flipped for Tuesday/ Friday			
	Classroom 1 (Cohort A,C - in school)	Classroom 2 (Cohort A,C - in school)	Remote - Hybrid (Cohort B)	B4B (Cohort D)
9:15-9:30	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>
9:30-9:45	Fundations mini-lesson <i>Synchronous</i>	Fundations mini-lesson <i>Synchronous</i>	Fundations mini-lesson <i>Synchronous</i>	Fundations mini-lesson <i>Synchronous</i>
9:45-10:00	Fundations Independent Work <i>Asynchronous</i> word work, white boards, magnet boards Simultaneous small groups	Fundations Independent Work <i>Asynchronous</i> word work, white boards, magnet boards Simultaneous small groups	Fundations <i>Asynchronous</i> Seesaw activity Fundations Home Packet Fundations Workbook	Fundations Half Cohort <i>Asynchronous</i> Seesaw Activity Fundations Home Packet Fundations Workbook Half Cohort <i>Synchronous</i> Small Group
10:00-10:30	Snack & Mask Break	Snack & Mask Break	Snack & Energizer	Snack & Energizer
10:30 - 10:45	Bridges Mini Lesson <i>Synchronous</i>	Bridges Mini Lesson <i>Synchronous</i>	Bridges Mini Lesson <i>Synchronous</i>	Bridges Mini Lesson <i>Synchronous</i>
10:45-11:15	Math Workplaces <i>Asynchronous</i> Simultaneous small groups	Math Workplaces <i>Asynchronous</i> Simultaneous small groups	Math <i>Asynchronous</i> Dreambox Math Choice Board Bridges Online Bridges Workbooks	Math Half Cohort <i>Asynchronous</i> Dreambox Math Choice Board Bridges Online Bridges Workbooks Half Cohort <i>Synchronous</i> Small Group
11:15 - 12:15	Lunch/Recess Mask Break	Lunch/Recess Mask Break	Lunch/Recess	Lunch/Recess

A View of the Hybrid Model Across the Four Schools

Davis School - Hybrid and Remote

12:15-12:30	Number Corner <i>Synchronous</i>	Number Corner <i>Synchronous</i>	Number Corner <i>Synchronous</i>	Number Corner <i>Synchronous</i>
12:30-1:15	Reading <i>Synchronous/ Asynchronous</i> Readers Workshop Guided Reading Groups Conferencing Literacy Centers Daily 5	Reading <i>Synchronous/ Asynchronous</i> Readers Workshop Guided Reading Groups Conferencing Literacy Centers Daily 5	Reading <i>Asynchronous</i> Seesaw Activity Lexia Raz Kids Book Bags	Reading Half Cohort <i>Asynchronous</i> Seesaw Activity Lexia Raz Kids Book Bags Half Cohort <i>Synchronous</i> Small Group
1:15-2:00	Special <i>Synchronous</i>	Special <i>Synchronous</i>	Special <i>Synchronous or Asynchronous</i>	Special <i>Synchronous or Asynchronous</i>
2:00-2:30	Writer's Workshop <i>Synchronous or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	Writer's Workshop <i>Synchronous or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	Writer's Workshop <i>Synchronous and/or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	Writer's Workshop Half Cohort <i>Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice) Half Cohort <i>Synchronous</i> Small Group
2:30-2:45	Read Aloud <i>Synchronous</i>	Read Aloud <i>Synchronous</i>	Read Aloud <i>Synchronous</i>	Read Aloud <i>Synchronous</i>
2:45-3:00	Closing Meeting <i>Synchronous</i>	Closing Meeting <i>Synchronous</i>	Closing Meeting <i>Synchronous</i>	Closing Meeting <i>Synchronous</i>

**Davis Parents/Caregivers Meeting Wednesday,
9/2**

**Integrated Preschool - 5pm - 6pm
K - 2 - 7-8pm**

Lane School Sample Gr 5 Schedule

Gr 5 Sample Mon/WED (A, B, C, D)

Time	Monday (in school- A/C)	Monday (at home- B/C)	Wednesday (A/B/C) Early Dismissal	Monday (all-remote classroom-D)
8:20-8:50	Morning Meeting 8:20 - 8:50 (live)	Morning Meeting 8:20 - 8:50 (live)	Morning Meeting 8:20 - 8:40	Morning Meeting 8:20 - 8:40
8:50-9:45	Writing 8:50 - 9:45 (live)	Library 9:05 - 9:45 (live)	Math 8:40-9:10	Reading 8:40-9:40
			Reading 9:10-9:40	Snack & Screen Break 9:40 - 10:00
9:45-10:00	Snack 9:45 - 10:00	Snack	Snack/Screen Break 9:40 - 10:00	Writing 10:00 - 10:40
10:00-11:00	Reading 10:00 - 11:00 (live)	Virtual Reading w/ Ms. Stanley 9:50 (live)	Remote Art 10:05 - 10:30	Screen Break Art 10:45-11:30
11:00-11:55	Math 11:00 - 11:55 (live)	Virtual Math w/ Ms. Nocera 11:20 (live)	Science 10:30 - 11:30	Screen Break WIN 11:35-12
11:55-12:45	Lunch/Recess 11:55 - 12:45	Lunch/Recess 11:55 - 12:45	Remote Music 11:35 - 12:00	Lunch/Recess 12-12:50
12:45 - 1:30	WIN	Remote WIN/	LUNCH/BREAK Early Dismissal	Math

	12:45 - 1:30	Office Hours 12:45 - 1:30		12:50-1:35
1:40-2:25	P.E. 1:40 - 2:25 Dismissal	Remote Writing 2:00 - 2:30		Screen Break
				Science 1:45-2:30

The background is a solid blue color with a pattern of small, white, line-art icons scattered across it. These icons include various school and office supplies such as pencils, paper clips, erasers, rulers, protractors, scissors, paper airplanes, and documents. The icons are distributed evenly across the entire background.

Lane Parents/Caregivers Meeting TUESDAY 7:00-8:15pm

Time	MONDAY	Time	TUESDAY
7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom
7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period
8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period
9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break
9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period
10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period
11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*
11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period
12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period
1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period
2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News

Time	WEDNESDAY
7:40-8:40 (60 min)	Music (Band, Chorus, Orch.)
8:40-9:10 (30 min)	1st Period
9:15-9:45 (30 min)	2nd Period
9:50-10:20 (30 min)	3rd Period
10:20-10:35 (15 min)	Break
10:35-11:05 (30 min)	4th Period
11:10-11:40 (30 min)	5th Period
11:45-12:15 (30 min)	6th Period
12:20-12:50 (30 min)	7th Period
	Lunch

JGMS 2020-2021

Hybrid and Remote Schedule

The background is a solid blue color with a pattern of small, white, line-art icons scattered across it. These icons include various school and office supplies such as pencils, paper clips, erasers, rulers, protractors, scissors, paper airplanes, and documents. The icons are distributed evenly across the entire background.

JGMS Parents/Caregivers Meeting

Thursday, September 3rd @ 7:00-8:00pm

ONE SCHOOL MODEL-BHS & JGMS

- School Committee mandate: **Bedford remote option**
- Explored “remote academy” approach - limitations
- **One-School Model:** in-person and remote students together in classes, using technology
 - Flexible for individual students
 - Flexible for district
 - Full Program of Study
 - Robust learning experience for all - taught by our experts

A View of the Hybrid Model Across the Four Schools

Bedford High School

2020-2021

Figure 1: Hybrid/Remote - week 1

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:55	A1	7:45-8:55	E1	8:05-8:35 8:45-9:15	A2 E2	7:45-8:55	E1	7:45-8:55	A1
9:01-10:11	B1	9:01-9:26 9:26-10:11	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B2 C2	9:01-9:26 9:26-10:11	Advisory Remote Conferencing	9:01-10:11	B1
10:17-11:47 Lunch	C1	10:17-11:47 Lunch	F1	10:45-11:15 11:15-11:45	F2 Lunch	10:17-11:47 Lunch	F1	10:17-11:47 Lunch	C1
11:53-1:03	D1	11:53-1:03	G1	11:45-12:15 12:25-12:55	D2 G2	11:53-1:03	G1	11:53-1:03	D1
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

Advisory and Remote Conferencing (ARC)-New @ BHS

- Replacing Flex Block
- Originated from student and faculty concerns-Principal's Advisory
- Climate of care
- Connected adult
- Small group of students 2x/week for 25 minutes
- Check in and unstructured time
- Activities for community building
- Not counseling but caring
- Remote conferencing-extra help



Bedford High School Parent/Guardian & Student Information Meetings



Grade 9 (parents/caregivers/students)-Tuesday, September 8 @ 6:00PM

Grade 12 (parents/caregivers/students)-Tuesday, September 8 @ 7:30PM

Grade 10 & 11 (parents/caregivers/students)-Wednesday, September 9 @ 6:30PM

District All Remote Model

- If we followed the All Remote Model, **we would close schools and teach all students remotely every day**. It is important to point out that remote learning will look very different from the learning provided this past spring.
- The guidance for the fall calls for full days of school. This fall we will return to addressing learning standards and practices, which will also include accountability to assessing and grading student progress.
- All teaching will happen using a combination of teacher-directed learning (zoom meetings, live streaming-whole class, small group, individual and/or office hours, small group instruction with students) as well as independent learning (video, Seesaw, Nearpod, Google classroom, etc.).
- During remote learning, attendance will be taken, students will be taught new content knowledge and skills through a variety of digital methods and instructional practices, and will be assessed throughout the year. Students will receive feedback on their work augmented with the use of digital tools. This feedback may occur directly in small group or individual Zoom sessions, or through the use of selected digital tools. Teachers will report on student learning through a designated reporting method (Assessment Summary Documents or Report Cards).

Time	Sample Monday/ Thursday Schedule Schedule would be flipped for Tuesday/ Friday			
	Classroom 1 (Cohort A,C - in school)	Classroom 2 (Cohort A,C - in school)	Remote - Hybrid (Cohort B)	B4B (Cohort D)
9:15-9:30	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>	Morning Meeting - Responsive Classroom daily schedule <i>Synchronous</i>
9:30-9:45	Fundations mini-lesson <i>Synchronous</i>	Fundations mini-lesson <i>Synchronous</i>	Fundations mini-lesson <i>Synchronous</i>	Fundations mini-lesson <i>Synchronous</i>
9:45-10:00	Fundations Independent Work <i>Asynchronous</i> word work, white boards, magnet boards Simultaneous small groups	Fundations Independent Work <i>Asynchronous</i> word work, white boards, magnet boards Simultaneous small groups	Fundations <i>Asynchronous</i> Seesaw activity Fundations Home Packet Fundations Workbook	Fundations Half Cohort <i>Asynchronous</i> Seesaw Activity Fundations Home Packet Fundations Workbook Half Cohort <i>Synchronous</i> Small Group
10:00-10:30	Snack & Mask Break	Snack & Mask Break	Snack & Energizer	Snack & Energizer
10:30 - 10:45	Bridges Mini Lesson <i>Synchronous</i>	Bridges Mini Lesson <i>Synchronous</i>	Bridges Mini Lesson <i>Synchronous</i>	Bridges Mini Lesson <i>Synchronous</i>
10:45-11:15	Math Workplaces <i>Asynchronous</i> Simultaneous small groups	Math Workplaces <i>Asynchronous</i> Simultaneous small groups	Math <i>Asynchronous</i> Dreambox Math Choice Board Bridges Online Bridges Workbooks	Math Half Cohort <i>Asynchronous</i> Dreambox Math Choice Board Bridges Online Bridges Workbooks Half Cohort Small Group
11:15 - 12:15	Lunch/Recess Mask Break	Lunch/Recess Mask Break	Lunch/Recess	Lunch/Recess

A View of the All Remote Model Across the Four Schools Davis School - Hybrid and Remote

12:15-12:30	Number Corner <i>Synchronous</i>	Number Corner <i>Synchronous</i>	Number Corner <i>Synchronous</i>	Number Corner <i>Synchronous</i>
12:30-1:15	Reading <i>Synchronous/ Asynchronous</i> Readers Workshop Guided Reading Groups Conferencing Literacy Centers Daily 5	Reading <i>Synchronous/ Asynchronous</i> Readers Workshop Guided Reading Groups Conferencing Literacy Centers Daily 5	Reading <i>Asynchronous</i> Seesaw Activity Lexia Raz Kids Book Bags	Reading Half Cohort <i>Asynchronous</i> Seesaw Activity Lexia Raz Kids Book Bags Half Cohort <i>Synchronous</i> Small Group
1:15-2:00	Special <i>Synchronous</i>	Special <i>Synchronous</i>	Special <i>Synchronous or Asynchronous</i>	Special <i>Synchronous or Asynchronous</i>
2:00-2:30	Writer's Workshop <i>Synchronous or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	Writer's Workshop <i>Synchronous or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	Writer's Workshop <i>Synchronous and/or Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice)	Writer's Workshop Half Cohort <i>Asynchronous</i> Integrated Studies: Science & Social Studies, Inquiry-based (kid choice) Half Cohort <i>Synchronous</i> Small Group
2:30-2:45	Read Aloud <i>Synchronous</i>	Read Aloud <i>Synchronous</i>	Read Aloud <i>Synchronous</i>	Read Aloud <i>Synchronous</i>
2:45-3:00	Closing Meeting <i>Synchronous</i>	Closing Meeting <i>Synchronous</i>	Closing Meeting <i>Synchronous</i>	Closing Meeting <i>Synchronous</i>

Lane School- All-Remote Class Gr 4 Sample Schedule

Mon	Tues	Wed	Thurs	Fri
World Language 8:20 - 8:50	World Language 8:20 - 8:50	Morning Meeting 8:20 - 8:35	Morning Meeting 8:20 - 8:35	Morning Meeting 8:20 - 8:35
		Writing 8:35 - 9:40	Reading 8:35 - 9:50	Reading 8:35 - 9:50
Screen Break 8:50 - 9:00	Screen Break 8:50 - 9:00			
Morning Meeting 9:00 - 9:15	Morning Meeting 9:00 - 9:15			
Reading 9:15 - 10:20	Reading 9:15 - 10:20	Snack & Screen Break 9:35 - 9:55	Snack & Screen Break 9:50 - 10:10	Snack & Screen Break 9:50 - 10:10
Snack & Screen Break 10:20 - 10:35	Snack & Screen Break 10:20 - 10:35	Math 9:55 - 11:10	SS or SEL 10:10 - 10:45	Writing or SEL 10:10 - 10:45
Math 10:35 - 11:50	Math 10:35 - 11:35		Music 10:45 - 11:30	Art 10:45 - 11:30
	P.E. 11:35 - 12:20	11:10 - 11:40 Screen Break & Office Hours		
Screen Break 11:50 - 12:00		Independent Work 11:40 - 12:20	Screen Break 11:30 - 11:40	Screen Break 11:30 - 11:40
Read Aloud 12:00 - 12:20			Writing 11:40 - 12:20	Science 11:40 - 12:20
Lunch & Recess 12:20 - 1:10	Lunch & Recess 12:20 - 1:10	Lunch & Recess 12:20 - 1:10	Lunch & Recess 12:20 - 1:10	Lunch & Recess 12:20 - 1:10
W.I.N. 1:10 - 1:45	W.I.N. 1:10 - 1:45		Math 1:10 - 2:25	Math 1:10 - 2:25
Screen Break & Office Hours 1:45 - 1:55	Screen Break 1:45 - 1:55			
Library 1:55 - 2:35	Science 1:55 - 2:35		Screen Break & Office Hours 2:25 - 2:35	Weekly Reflection 2:25 - 2:35

Time	MONDAY	Time	TUESDAY
7:30-7:44 (14 min)	Homeroom	7:30-7:44 (14 min)	Homeroom
7:44-8:30 (46 min)	1st Period	7:44-8:30 (46 min)	1st Period
8:34-9:20 (46 min)	2nd Period	8:34-9:20 (46 min)	2nd Period
9:20-9:26 (6 min)	Brain Break	9:20-9:26 (6 min)	Brain Break
9:30-10:16 (46 min)	3rd Period	9:30-10:16 (46 min)	3rd Period
10:20-11:06 (46 min)	4th Period	10:20-11:06 (46 min)	4th Period
11:06-11:30 (24 min)	Lunch*	11:06-11:30 (24 min)	Lunch*
11:34-12:20 (46 min)	5th Period	11:34-12:20 (46 min)	5th Period
12:24-1:10 (46 min)	6th Period	12:24-1:10 (46 min)	6th Period
1:14-2:00 (46 min)	7th Period	1:14-2:00 (46 min)	7th Period
2:00-2:05 (5 min)	News	2:00-2:05 (5 min)	News

Time	WEDNESDAY
7:40-8:40 (60 min)	Music (Band, Chorus, Orch.)
8:40-9:10 (30 min)	1st Period
9:15-9:45 (30 min)	2nd Period
9:50-10:20 (30 min)	3rd Period
10:20-10:35 (15 min)	Break
10:35-11:05 (30 min)	4th Period
11:10-11:40 (30 min)	5th Period
11:45-12:15 (30 min)	6th Period
12:20-12:50 (30 min)	7th Period
	Lunch

JGMS Full Remote Proposed Schedule

A View of the All Remote Model Across the Four Schools

BHS-Please note there is no change to the BHS schedule if we transition to all remote

Bedford High School

2020-2021

Figure 1: Hybrid/Remote - week 1



Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
7:45-8:55	A1	7:45-8:55	E1	8:05-8:35 8:45-9:15	A2 E2	7:45-8:55	E1	7:45-8:55	A1
9:01-10:11	B1	9:01-9:26 9:26-10:11	Advisory Remote Conferencing	9:25-9:55 10:05-10:35	B2 C2	9:01-9:26 9:26-10:11	Advisory Remote Conferencing	9:01-10:11	B1
10:17-11:47 Lunch	C1	10:17-11:47 Lunch	F1	10:45-11:15 11:15-11:45	F2 Lunch	10:17-11:47 Lunch	F1	10:17-11:47 Lunch	C1
11:53-1:03	D1	11:53-1:03	G1	11:45-12:15 12:25-12:55	D2 G2	11:53-1:03	G1	11:53-1:03	D1
1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep	12:55-3:24	Teacher Prep	1:14-2:24	Teacher Prep	1:14-2:24	Teacher Prep

District In-Person Model

- With this model, we would open schools everyday to all students who wish to attend. It is the model that is most similar to what students, staff, and families are used to and it is our intent to provide as much as possible the full range of programming and learning opportunities as in a typical school year.
- All instruction would be live and in person, with students and staff wearing masks, physically distancing themselves from one another and closely following the in-school safety protocols outlined later in this document.
- Because there will be a need for more transitions, mask break and hand-washing there will be less time for teaching and learning than before. We will strategically compact some curriculum and learning experiences while still making sure that students progress through all the standards and practices outlined in the Massachusetts curriculum frameworks for all grades and subjects.
- Educators will have to adjust some instructional practices to maintain physical distance and minimize the sharing of materials. Some classes may have to be reconfigured to ensure that students and staff are safe. Instructional practices that will happen more frequently include teaching outdoors, explicit instruction of important routines and procedures, use of online platforms and tools to facilitate safe collaboration and minimize paper, and a focus on student choice, agency, and individualized learning.

District Remote Option for Families, Bedford Curriculum Taught by Bedford Teachers

- At the meeting of the Bedford School Committee on Wednesday, August 5, 2020 the committee asked us to create a remote plan that emulated option one of the remote learning guidelines. That is a remote option for Bedford students that features a Bedford curriculum taught by Bedford teachers. Our Bedford for Bedford model has been developed within the Reopening District Committees work, with collaboration between school based teams and administration.
- At the K-5 level as described previously in the individual school plans for hybrid in particular, the grade level teams at both Davis and Lane will form teaching teams with hybrid and remote teachers within their teams. They will share the teaching, planning and instructional work with their students.
- At the 6-12 level, at JGMS and BHS they will be utilizing the “One School Model” which has students following a “regular” schedule, as a student in cohort A or B would, and live streaming will be the mode for how these students will access their classes, both the curriculum, and their teachers. They will also have access to supports, which are direct instruction/access to staff when they are not in live streaming classes.

Guidance on Health and Safety

- Goal - protect and foster health and safety of all students and staff
- Many mitigation practices are in place and described in the reopening plan
- Training on Day #1 for Educators - Orientation Days for Students
- Parent/Guardians can click active links in the reopening plan for resources
- Student and Staff Screening Protocols to help everyone Stay home if you don't feel well
- Cohorts to minimize potential exposure
- Medical Isolation Areas
- Additional nurse staffing

Guidance on Health and Safety (cont.)

- Ongoing and continued guidance for Bedford Board of Health on Metrics
- Guidance for presence of a positive case or multiple cases
 - Elementary level
 - Secondary level
- Guidance on handling cases of community transmission or suspected in-school transmission
- Guidance on handling self-quarantine (possible exposure) vs. self-isolation (confirmed or possible case)

Please check on the many linked resources that are part of the document

Personal Protective Equipment

All Schools had training on Health and Safety today and were introduced to the types of PPE available in the district:

- Disposable Face Masks (Adults and youth)
- Clear panel Face Masks
- Face Shields
- Smocks (PreK-1)
- Gloves

For staff requiring higher level of protective gear (e.g, nurse, custodial):

- N95 Masks
- Disposable gowns

HVAC Plan and Action Plan

- Mechanical study sampling some classrooms have shown that the amount of CFM and Air Changes/Hour (ACHs) exceed the code requirements.
- As a result of the mechanical study sampling some classrooms, the following actions have taken place:
- Expand the mechanical study by the consultants to cover all classrooms ✓
- Hire a Test-Adjust-Balance (TAB) mechanical contractor to test and adjust equipment in all classrooms, per the mechanical engineers scope of work ✓
- Hire the controls vendor to modify the system settings and schedule of operation, per the mechanical engineers scope of work ✓
- Increase Fresh Air in classrooms: All Unit-Vents fans are now set on “High” ✓
- Use MERV 13, where already possible (RTUS & ERVs) ✓
- Use Combo of MERV 8 + Air Purifiers W/ True HEPA filters, until MERV 13 are delivered to Facilities ✓
- Look for additional proven technologies – Under consideration
- Ventilation system will run 24/7 and be in “Occupied” mode from 5:00am to 7:00pm every day ✓
- Windows: At least one window in every classroom will be open, when weather & temp permit ✓ for Davis (Lane, JGMS, BHS this week)
- Tents : Delivered and installed ✓
- Personal Protection: **We Win With the 3Ws**
- **W**ear A Mask
- **W**ash Your Hands
- **W**atch Your Distance (6ft)

Guidance on School Operations - Facilities

- Reopening plan has a **link** to the Mechanical Engineering Report that documents proper HVAC function and air exchanges
- Links to Safety Data Sheets on disinfectants and sanitizers
- Links to Facilities Action Plan

- Paving at JGMS is next week, to be followed by striping 9/14
- **Our schools are ready**

Guidance on School Operations - Other

- Lunch - All four kitchens will be in full operation
- Meals are available on Remote Days - there will be a pick up system in place
- Pre-ordering software for lunch will be used
- Lunch is eaten in classrooms, at desks, socially distanced
- Water Bubblers and Filling stations are closed - students should bring water - supplemental bottled water will be provided
- No visitors in schools - meetings are remote
- Before and after school access is limited to approved School Extended Day activities

Guidance on Transportation

- Students arriving in cars or buses will have designated arrival and dismissal windows that will be extended
 - There will be staggered arrival /dismissal times
 - Different from the official bell time
- Bus riders will have **assigned seats** and **bus stops** that must stay consistent
- *Potential congestion around schools is a concern - Public Safety Meeting*
- Boston families will have a separate bus to each school
 - will have shorter routes and rides to school
 - will not arrive as early in the morning, still will have time for breakfast
- **Parent / Guardians will be sent information as soon as it is available!**
- Thank you to the families who are opting out of the bus to allow those that need it most to have the seats - We may be able to add riders if it is safe

Guidance on Technology

Hardware Purchases/Distribution

- All students PK-12 will have:
 - personal device
 - personal headset with microphone
- All faculty, support staff and administration will have:
 - laptop
 - wireless headset with microphone
- All instructional spaces will have:
 - webcam, webcam stand and external audio device with built-in microphone and speakers
 - charging stations
- Hotspots to support Internet connectivity for families

Software Purchases/Distribution

- All faculty, support staff and administration will have a Zoom Pro account
- District-wide license for Nearpod, an engaging tool for interactive lessons for both in-person and remote learning
- Building-based license for Seesaw Learning Platform at Davis (Lane, JGMS & BHS will use Google Classroom)
- Software to enhance instruction and/or determine students' instructional needs, such as Raz-Kids, Lexia, Track My Progress, Dreambox
- ClassLink, single sign-on

Guidance on Technology

Professional Development/Resources

- District summer offerings based on faculty survey focused on best practices for any learning model
 - Engagement and community building
 - Providing student feedback, formative assessment and differentiation
 - Shared presentations, recordings of workshops and additional resources district-wide
- Outside professional development this summer
 - Skillful Teacher with a focus on remote teaching and learning
 - Developing Strategies for Online Learning through the Harvard Graduate School of Education
- District offerings over the next two weeks
 - Teaching in a Hybrid Model, Connecting in a Virtual World, Synchronous Teaching and Engagement, Synchronous Teaching Best Practices, Synchronous Teaching Meeting Students' Needs, flipped classroom, Zoom Pro, use of webcam for synchronous learning, Nearpod, Google Classroom, Seesaw, Google Calendar as a school-wide planner, Lexia, Raz-Kids, Dreambox, Track My Progress, ClassLink
- Ongoing professional development throughout the school year
- Ongoing creation/curation of resources for families, students and faculty

Guidance on Extended Day

BHS Athletics (presented on 8/28 to DCL Principals and Superintendents)

- Traditional Fall season (9/18 - 11/20) would consist of Boys and Girls Soccer, Field Hockey, Boys and Girls Cross Country and Golf.
- Football, Competitive Cheer, Unified Basketball, Volleyball (because it is an indoor sport) will be moved to the Fall 2 season (Feb. 22 - April 25)
- Varsity Games played on Wednesdays and Saturdays (against the same opponent). Golf would be 2x week based on course availability. Sub varsity will play against opponents on Saturday and intrasquad on Wednesday.
- Opponents would only consist of divisional opponents rather than the entire league.
- No paid entry.
- Work with Bedford Cable to video events (or livestream) to be shown on Bedford cable
- To assist with transportation...Parents can also drive their own children... Allowing one parent per household to attend games.
- Must comply with all EEA, DESE and individual sport guidelines (released 8/28/20). New guidelines included modified games, social distancing and mandatory mask wearing.

Guidance on Extended Day

JGMS Athletics

- All intramural sports.
- Football moved to Fall 2 season (2/22 - 4/25)
- Coaches would supervise, run skill sessions and officiate intrasquad contests.
- No transportation
- Program would remain in cohorts (2 days/week) with nothing on Wednesdays or Weekends.

The background is a solid blue color with a pattern of small, white, line-art icons scattered across it. These icons include various office and school-related items such as paper airplanes, envelopes, paper clips, scissors, rulers, protractors, mobile phones, cameras, and documents.

Thank You!