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**Preliminary Reopening Plan Data Sheet**

July 31, 2020

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**What were the key findings from your in-person learning feasibility study, and what does this imply for the student learning models you may use this fall?**

The key findings were that we could accommodate students in the classroom spaces, throughout the district in our four schools. What we discovered in relation to this was that accommodating students in the hallway spaces, gym, cafeteria, library and busses was not feasible due to the limitations of size of the spaces and the number of students that would potentially be in those spaces at the same time. While we were able to determine that we could accommodate the students in classrooms based on the class sizes and on the space within the classrooms, at a three foot distance. The three foot distance requirement would create stale and uninviting learning environments and would not allow for necessary spacing of 6 feet of students at lunch, in the hallways or on the buses. Developmentally, having students maintain a three foot distance for an entire school day would add an additional level of difficulty for educators. We considered the information from the CDC that outlines that 6 feet of distance between people is the best recommended spacing. Due to the limited amount of research available, we felt that the distance of 6 feet was the most solid metric to base our decision on at this point. A factor that guided our decision to gauge feasibility was looking at the developmental needs of students, in particular those at the elementary level. We felt that asking elementary students, especially those at the primary level to remain in a classroom with 22 students and to maintain a three foot distance for an entire school day was difficult in relation to developmental appropriateness and instructional effectiveness. Factors related to appropriate furniture for social distance was a strong concern. We felt that it was difficult to account for specialist teachers, EL, special needs, and literacy specialists to conduct their work with students without putting too many adults in a room with students, or to find spaces in the hallways and have students and staff three feet apart, and to not group with cross grade level student participants.

**Please provide a summary of your plan for how students would return to full-time in-person learning and provide the most critical information about how this would work in your school.**

- **In-person full time in school with modifications**
- **How might schedules, protocols, and/or the facility be altered from traditional in person learning with no restrictions**

We would need to stagger the start and end to the school day, at each school, so that we could social distance during arrival and dismissal. We would need all staff and students to wear masks, and plan mask breaks. Consideration of hallway passing while maintaining appropriate social distancing would be a factor to consider and plan for. This along with how to conduct lunches with all students. We would need to either provide lunch in classrooms, which wouldn't allow for the six feet distancing needed for eating, or have everyone in the cafeteria by grade level which would also not allow the six feet of distance-an expanded time frame for lunch would need to occur. This would lead to issues with staffing, for both supervision of lunch and the ability of the kitchen and custodial staff during an extended lunch time during the day. We would need to push the start date of school off, providing time for teachers to adjust their classrooms and teaching practices to ensure social distancing of three feet at all times. This would require scheduling changes, and schedule creation to address the needs of students who need special needs, EL, and literacy support. We would also need to create if possible, a schedule for specialist teachers to work with their students either in classrooms, in the gym, cafeteria or outside. A schedule would need to be created, if possible, that would allow only a certain number of students to be in those spaces to participate in PE, art and music. Also, any space that was previously utilized for anything other than classroom teaching would need to be considered as a new classroom space, i.e. using the computer lab as a classroom, the library, or the art room.

**Please provide a summary of your plan for how students would return to school through a hybrid learning model and provide the most critical information about how this would work in your school.**

- **Alternating between in-person and remote learning environments**
- **Model schedule if one exists**

A Hybrid model allows for class sizes that align with our physical distancing **goal (which for several factors is a six-foot social distance)** and operational plans related to health and safety (i.e. cutting class sizes in half). Students coming to school will be divided into two (2) cohorts: **A** and **B**. Students in this mode of learning will attend school in-person twice per week (days depending on cohort assigned) and engage in directed remote learning twice per week. On Wednesdays, educators will meet with all of their students through (both A and B cohorts) remote meetings. The majority of students will be assigned a cohort by alphabet (A-Li, Lo-Z) in order to keep siblings in the same cohort K-12.

## Hybrid Model Draft Schedule

	Monday	Tuesday	Wednesday**	Thursday	Friday
<b><u>Cohort A</u></b>	In-person	Directed Remote Learning with Supports	Directed Remote Learning for <i>All</i> Students with Supports (Early Release Wednesday)	In-Person	Directed Remote Learning with Supports
<b><u>Cohort B</u></b>	Directed Remote Learning with Supports	In-Person		Directed Remote Learning with Supports	In-Person

During each students' remote phase: District staff will be deployed to support small group instruction and support learning. Students may be supported during remote learning by support staff. Instructional Assistants (TA, EAs) may have assignments in general education as well as special education.

Our current school year calendar includes the following holidays: Columbus Day, Monday, October 12, 2020, Election Day, Tuesday, November 6, 2020, Veteran's Day, Wednesday, November 11, 2020, and Thanksgiving break, Thursday, November 28 and Friday, November 29, 2020. Therefore, each cohort will have equal missed days and there is no need to make adjustments to the schedule. This allows a consistent schedule for all student cohorts throughout the fall.

**Please provide a summary of your plan for remote learning as a default model of instruction for all students and provide the most critical information about how this would work in your school.**

- **Procedures for all students to participate including a system for tracking attendance and participation**
- **Alignment to the state standards**
- **Grading policies and practices**
- **A communication system**

If public health information necessitated closing the district, a school, or an individual classroom, students will continue to learn via a remote learning mode and remain with their peers and teachers. In the event this occurs, the Remote Learning Program will serve as a model for instruction.

## Remote Learning Draft Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Full Remote Learning Mode	Remote Daily Teacher-Directed Instruction (a combination of <b>mostly</b> synchronous with some asynchronous teaching)		Remote Daily Teacher-Directed Instruction (a combination of <b>mostly</b> synchronous with some asynchronous teaching) (Early Release Wednesday)	Remote Daily Teacher-Directed Instruction (a combination of <b>mostly</b> synchronous with some asynchronous teaching)	

This remote learning will look very different from the learning provided this past spring. All teaching will happen using a combination of teacher-directed learning (zoom meetings- whole class, small group, individual and/or office hours) as well as independent learning (video, Google chat, Seesaw, Nearpod, Google classroom, etc.). Students will be accountable for their 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). Art, Music, and PE and Health will either be teacher-directed, independent or both, each week in grades K-8.

**Please provide a summary of how students with disabilities, English language learners, former English language learners, and economically disadvantaged students will be supported within each of the three reopening models**

### **ELL Students**

In the remote model ELL students will receive small group instruction and one on one instruction by the ELL faculty. ELL students will receive the required number of instructional sessions with their teacher every day. They will also be supported by their ELL teacher within their own remote class group. We will continue to conduct assessments that are required and provide the appropriate instruction, and utilize the assessments to inform and improve students' abilities within the WIDA framework.

Within the in-person model, we will continue our program as previously implemented at all four schools, overseen by our Director of ELL, Carrie Powers. We will also make sure that all assessments that are required are done within a timely manner, as required and that this information is utilized to specifically gear our instruction to meet the needs of students. We will also include all ELL students in all of the formative screening assessments and any needed diagnostic assessments at all grade levels.

Within the hybrid model we will ensure that those students within our ELL group that require full time attendance at school receive this option. Students on IEPs and ELL students are to be included in the in-person model if a hybrid is required. This would support that ELL students receive as much in-person instruction as possible by the district under a hybrid model.

As part of the all of the three models, we will continue with our plans to hold a Saturday ELL School for all ELL students, spanning 10 Saturdays, for 3 hours per Saturday. This is grant funded, and will help to support our ELL's regardless of the learning mode that we return to school within this fall.

### **Students with Special Needs**

We will be using an instruction and services model of delivery. There will be a consistent schedule of classes, interventions, services, and therapies including time spent interacting directly with teachers and related service providers on a regular basis. Teachers and therapists will plan for both teletherapy sessions and remote lessons as well as pre-recorded video lessons to follow at home.

In the "All In-Person" model there will be a strong emphasis on providing in-person special education instruction to the greatest extent possible for all students and a priority for our preschool students and those students with significant and complex needs. Students will receive all services as documented in their IEPs.

When planning for a hybrid model, for special education students, we will prioritize in-person learning for preschool-aged students and students with disabilities with significant complex needs. In this model, when students are in school, we will follow the model outlined in the in-person plan and when it's not the student's time to be in school, we will follow the plan outline in the remote learning plan.

### **Economically Disadvantaged Students**

For economically disadvantaged students we will look at specific ways we can support them within the remote learning model by looking carefully at resources, and ensuring that students have the technology hardware, and connectivity that they require, along with additional resources, including books, and other school related supplies. We will also work to make sure that these students have many opportunities for personal check ins by their classroom teacher, along with multiple support staff personnel.

For the hybrid model we also continue to implement the pieces mentioned above, referring to making sure that technology, connectivity and resources are available. We will also continue to implement more personal check ins with these students, by their classroom teacher, along with multiple support staff personnel.

Within an "All In Person" model, we will utilize the very robust Data Wise system we have worked on during the past school year, to assess all students in reading and math with a screener, and utilizing diagnostics when alerted.