Fall Reopening Plans

of

Francis W. Parker

Charter Essential School

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A. Executive Summary

"Remote Plus" Learning Model is Parker's Choice

Parker intends to open the year somewhere between the full remote and hybrid learning models. The remote model described below will be the primary approach to instruction and assessment, but we do want to make on-campus learning opportunities available (especially in the fall when we can be outside more easily); these opportunities will focus on social and emotional learning, community building, supporting our most vulnerable students, and integrating students and families new to the school.

Our surveys and town halls show strong support among our families for the hybrid model, and we hope to build toward that in the weeks and months ahead. What's currently true is that faculty and staff (in sufficient numbers) are not ready to commit to a hybrid approach: in addition to health and safety concerns (which are significant), teachers are worried about being able to deliver a high-quality Parker education with fidelity in a physically distanced classroom; it's not just about getting it done, it's also about what we're trying to do. As a group, the teachers are more open to being outside with students and families (observing the appropriate protocols) throughout the fall; some teachers are willing to work inside the buildings, and we may pilot some synchronous, cohort-based, opportunities to do school from a Parker classroom this fall. The hope is that community confidence—which understandably tracks inversely with regional infection rates—will improve over time.

Remote Plus At-A-Glance		
Robust Remote Learning Model	**Groundwork for Pivot to Hybrid Model**	**On-Campus Learning and Activities**
"Here Now" consistent daily schedule of classes. Mix of synchronous and asynchronous learning opportunities. Accountability for attendance and work production. Weekly communication to families about student progress. Enhanced collaboration tools. 1:1 school-issued laptop program. Office hours to meet with teachers during the school week.	Form cohorts as part of building the master schedule and student groupings so that students can maintain consistency of class experience if and when campus classes are possible.	In-person learning for high needs students (remote lessons/classes/activities accessed from school, with adult support). Orientation and advisory activities, with special emphasis on new students and families. "By Appointment" (largely outdoors) opportunities to do science labs, class simulations, office hours, or other learning activities that cannot be as effectively done in the remote setting.

B. Letter from the Superintendent

The letter to the Parker community announcing the selection of our "Remote Plus" plan was emailed to families and is posted on our website at this link.

C. In-Person Learning Model

At 6' of physical distancing, it is not possible to fit all of our students at the same time into classroom spaces for in-person learning while remaining true to our pedagogical model. Over 70% of staff and families have significant concerns or reservations about this model, even at 6' of physical distancing. Given the significant concerns in our community about this model, and the fact that we are a regional school drawing from a large geographic range, we are not investing precious human and material resources in developing this model this summer. It's off the table at this time. Were it to become a feasible model from the perspective of both public health and our community's will, we would widen the basic hybrid model being developed and retain a daily schedule that is consistent with the hybrid/remote schedule.

That said, by using every square foot of Parker's facility, it is physically possible to create classrooms with 6' of physical distance and "fit" all four hundred students into the building. In order to do so, Parker classrooms would be re-configured more or less like this illustration:

Example A5: Fits ~15 students with 6' physical distancing
(Dimensions: 750 sq. ft., 25' x 30')
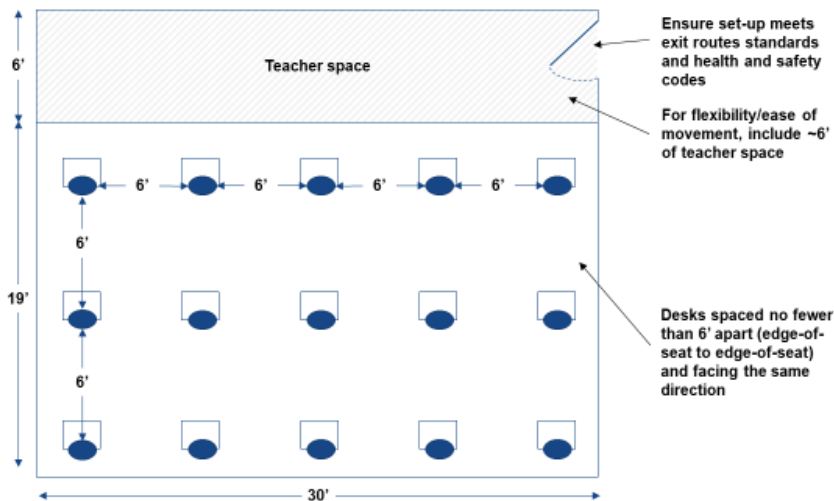
Indoor classrooms will be complemented by outdoor learning spaces (tents, folding chairs) teachers can elect as the weather allows.

Significant modifications to the indoor learning environments, consistent with DESE guidance, will be in place prior to school opening. Here is a summary of such steps:

Qualities of a Safe and Healthy School Environment During COVID-19 Pandemic	Steps Parker is Taking to Create a Safe and Healthy Environment for Learning on Campus
Physical Distancing	• We are revising use of available indoor spaces to create 6' of physical distance in classrooms. Maintaining 6' of distance between all people is a priority and classroom spaces will be arranged to make this a consistent reality. • We are making outdoor "classroom" spaces accessible and more comfortable by erecting tents & awnings. • Masks will be required for all students and staff. Regular (ideally outdoor) mask breaks will be built into daily classroom routines. Masks/face coverings should be provided by the student/family. Teachers of hearing-impaired students will wear clear masks.
Limiting Contacts	• We plan to group students in small "pods" and limit the number of contacts that each teacher/student has over the course of a day/week. The academic program and student groupings will be organized to minimize the number of contacts between and among students and teachers. • The number of rooms/spaces a student moves between and learns in each day will also be minimized. • Students will not "roam free" in hallways or non-classroom areas. • Students will not gather in large groups (Weekly Gathering or Division-sized activities, for example).
Indoor Spaces	• We will prioritize fresh air changes per hour in air handling/ventilation systems and supplement with stand-alone fans and filtration systems as needed. To be adjusted seasonally. • We will change HVAC filters and execute seasonal maintenance protocols prior to re-opening. • In addition to promoting frequent hand washing, we will provide hand sanitizer (at least 60% ethanol or 70% isopropanol) in classrooms and common spaces. • Hand sanitizing will be required of everyone entering the school, before eating, before and after putting on and taking off masks/face coverings, and before dismissal. • We will label hallways and common spaces to support physical distancing. • We will place appropriate posters throughout school about hand washing, wearing masks/face coverings, covering coughs/sneezes, physical distancing, direction in halls, etc. • We are preparing for frequent cleaning and sanitizing of classrooms and high-touch surfaces • We are installing plexiglass barriers in some locations where physical distancing is difficult.

Qualities of a Safe and Healthy School Environment During COVID-19 Pandemic	Steps Parker is Taking to Create a Safe and Healthy Environment for Learning on Campus
Food Service	• We will stagger meal times to reduce queuing and support physical distancing. • Meal service will eliminate use of shared items. • Students will eat meals, physically distanced, in designated spaces based on their student pods.
Health Office	• Students and staff will stay home if they are sick. • We will promote a daily "symptom check" prior to leaving home for students and staff. DESE will provide checklist of symptoms. • All students/staff will be encouraged to get their flu vaccine. • All students should be up to date with their routine childhood and adolescent vaccinations. • School Nurse will do trainings for handwashing and donning/doffing masks/face coverings. • Students will not be allowed to go to the Health Office unless the teacher has called and spoken to the nurse. Detailed instructions will be given. • Students will not be able to use the bathroom in the Health Office unless they are already in the Health Office due to illness. • We have prepared a "medical isolation room" for students and staff who display COVID-19 symptoms during the day. School nurse will use PPE if student presents with COVID-19 symptoms. • Parents must always be reachable so students can be picked up quickly when they are ill. • Drop-in visits will not be allowed. Parents may call or email the school nurse to pick up or drop off medications or documents. • School nurse will monitor absences.
Arrival/Departure/Carpool	• We will adjust arrival and departure routines to support physical distancing and align with DESE guidance.
Sports & Extra Curriculars	• We will adjust seasonal sports offerings and methods of play to align with upcoming guidance from DESE/MIAA. • We will minimize extracurricular offerings for the foreseeable future. Extracurricular offerings that can be offered safely will be a priority.

D. Hybrid Learning Model

In the hybrid model, all the descriptions of facilities use, limiting contacts, protocols, and other health and safety measures described in (C) above apply.

We are developing a two-cohort hybrid model that includes on-campus learning Monday/Tuesday (Cohort A), Thursday/Friday (Cohort B). Wednesdays would be remote for both cohorts to allow for deep cleaning and disinfecting on campus between cohorts. Our vision for this model is that instruction, collaboration, and assessment will be grounded in the digital tools that

support remote learning, allowing students and teachers to work together (remotely) across cohorts. By design, "placing our bets" on digital tools to support student learning and collaboration over time mitigates the potential disruption to on-campus learning (whether from COVID-related incidents or other factors). We're exploring schedule options that would allow for maximum flexibility for teachers, students, and families—both within and across cohorts.

In the hybrid model, up to half of the students electing on-campus learning would be there two days per week. We'll form two cohorts to help limit contacts. The week would run like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A on campus; Cohort B remote.	Cohort A on campus; Cohort B remote.	All students remote. Deep cleaning and disinfecting between cohorts.	Cohort B on campus; Cohort A remote.	Cohort B on campus; Cohort A remote

High needs students would have the option to be supported by four days on campus per week within the hybrid model. High needs students who choose full-time remote will be supported through the IEP/504 accommodation process, including remote meetings with their Academic Support team members per their designated weekly schedule. Academic support teachers and advisors meet regularly with high needs students to provide support and coaching. Families are regularly included in conversations about progress and supports.

We may, as resources allow, also make some space for members of the remote cohort on any given day to do their remote work on campus.

The hybrid schedule may feature a shorter on-campus day with a second remote learning session later in the day. Our goals in building the schedule and hybrid program include:

- Mix of synchronous and asynchronous lessons;
- Create opportunities for cross-cohort digital collaboration & collaboration with all-remote students;
- Focus in-person instruction on Math, Science, Technology (MST) and Arts & Humanities (AH);
- Prioritize social and emotional learning, wellbeing, and community-building in-person;
- Support our most vulnerable students and those new to the school;
- Stay true to our mission, practice, and pedagogy.

E. Remote Learning Model

Over 20% of our current students/families have already indicated their intention to study remotely this year.

We are building on our success last spring in supporting student learning remotely. We learned last spring that a mix of synchronous and asynchronous lessons works well for students. We learned that the social/emotional needs of students are often harder to meet remotely. We learned a lot about the tools, pedagogical moves, and resources that increase student engagement in remote learning. We're eager to continue our learning throughout the coming months.

1. Procedures for all students to participate in remote learning:

Students will enroll in classes/courses much as they would if we were in-person; it's the method of delivery, not the academic program, that's changing in the remote model. We will take attendance in synchronous classes, work times, and other scheduled activities. Each week we will report to the student and family about the student's level of engagement and productivity that week.

2. Alignment of remote academic work to state standards:

In keeping with our mission, the academic program is designed collaboratively by teachers. When designing curriculum, instruction, and assessment, teachers ensure alignment with state standards. Here again, because we're just shifting delivery modes rather than inventing new curriculum, alignment is assured.

We do plan to focus the synchronous remote learning schedule on Math, Science, and Technology (MST) and Arts and Humanities (AH). Spanish and Wellness (the other two domains of learning in our program) will be included in the master schedule and meet in various synchronous, asynchronous, group and/or individual ways over the course of the week.

3. Policy for issuing grades for students' remote academic work:

Our constructivist academic program is based on mastery: it's a performance-based promotion system wherein students are coached to produce work that meets school-wide criteria for excellence and students deem worthy of inclusion in their portfolios; their portfolios, plus a public exhibition, make the case for promotion. We don't have grades. Most students on track in March to make their "Gateway Exhibitions" and move on to the next level of study did so, and our Gateway (promotion) numbers were within 95%-105% of usual. We will add a weekly report of engagement to parents (see below) to our reporting routines.

4. Regular communication with parents and guardians:

Students work through the academic program at their own pace, so regular communication to parents and guardians about academic progress is part of our pre-COVID routines. All individual pieces of summative work that students create receive a rubric indicating the student's progress towards mastery, and these are also available to parents through our electronic systems. In the remote model, we will communicate briefly each week about student progress in each area of study. Narrative reports each semester will provide a more "balcony-level" overview of student progress, complementing the weekly status reports.

5. Technology platforms, staffing model, curriculum, and instructional materials

Beginning in 2020-2021, Parker will implement a 1:1 technology plan that's been two years in development and which provides each student with a school-issued device. These devices will operate on the Microsoft Windows 10 and Office 365 platforms that students are accustomed to. The devices are either HP X2 Elite 1012 G1 (or) HP EliteBook 840. We will also work with families, as we did last spring, to solve connectivity issues on a case-by-case basis.

Some of the main programmatic reasons for deploying our technology resources in this way include:

- Students will utilize the same device inside and outside the classroom, making the transition from home to school more seamless and familiar.
- As a community, teachers can leverage the common capabilities of the devices and share practices in a 1:1 environment.
- Because teachers can count on the devices being in the classroom in a 1:1 environment, it is easier to plan and teach with the devices.
- Knowing that all students are using devices with the same functionality make it easier for teachers to plan instruction.

The staffing model is basically the same as if we were all in-person on campus. Instead of teaching in their classrooms, teachers will do instruction, coaching, and assessment remotely.

Curriculum and instructional materials are our own teacher-developed materials that align to state curricular frameworks, as mentioned above.

F. Out-of-School Time Plan

Teachers and advisors will monitor and support student engagement and approach to learning through regular weekly meetings and communications. There will be time for these meetings (including open "office hours") built into the school day/week, but some teachers may elect to meet with students outside of the school day, by appointment. We intend to offer social-emotional and "extracurricular" opportunities for students to connect with each other (remotely and/or physically-distanced in-person) both within and outside of the standard school day. Attendance will be taken during any of these sessions.

G. Student Supports and Professional Learning

(a) Safety, Wellness, and Social/Emotional Supports

We will create a safe and healthy environment for on-campus programming by following DESE's facilities and operations guidance, referenced above and linked here.

Wellness, which is one of Parker's four domains of learning, will be offered remotely like the other domains when that's the model we're using. During Remote Plus, we will also offer on-campus (outdoor) wellness activities; this would also be true in a hybrid model.

Social/Emotional supports take many forms, building on a strong foundation of knowing students well. Our robust and long-standing advisory program is the primary structural means of providing social & emotional support; advisors meet daily with their advisees at a specific time and place. School counseling staff are also available by appointment or referral.

(b) Planning and Instruction

Parker's interdisciplinary academic program, in its entirety, is designed by teachers working collaboratively: teachers plan curriculum, instruction, and assessment; they norm assessments by looking at student work together; they routinely reflect on lessons and units, revising as indicated. Teachers are clear that remote learning tools—in contrast to a physically distanced classroom--offer the best chance to deliver a high-quality Parker education with fidelity. In a physically-distanced classroom,

we would still be using the digital tools to overcome the physical distance and support student inquiry, collaboration, and involvement.

High-quality instruction in a standards-based constructivist learning environment looks like good coaching: framing the work so that each student is offered an appropriate "stretch"; encouraging the student to attempt the work; helping the student reflect on the attempt; encouraging the student to "try again" using what was learned from the initial attempt. Formative assessment and the pattern of attempt/reflect/revise are common in Parker's instructional practice.
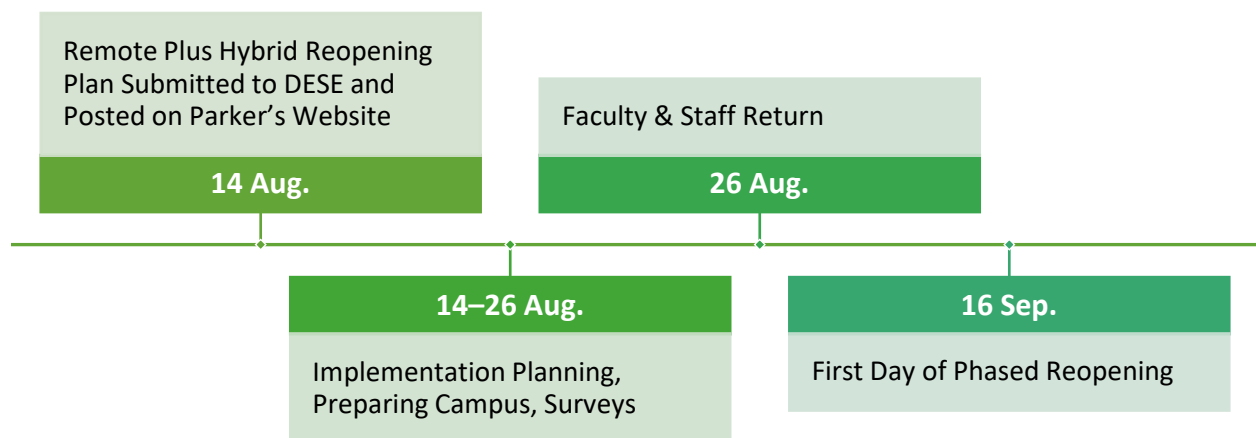
(c) Assessment

In a portfolio-based school, student work products are assessed using school-wide criteria for excellence in each skill area and rubrics derived from those criteria. Teachers regularly norm assessments using actual student work. Each student's assignments, course materials, and work products are available remotely to both the student and parents/guardians. Each week, teachers report to parents/guardians about student progress.

(d) Intervention

Success is not a scarce commodity at Parker: we believe that all students can master the key skills and competencies emphasized in the academic program; Parker's academic program design, as well as the structures and systems that deliver the design, flow from that belief. Parker's attention to personalized learning and individual student needs allows it to understand and meet the needs of a wide variety of students.

Data from screening tools help teachers and instructional leaders identify skills gaps in newly enrolled students. Tiered supports and interventions are put in place as needed for individual students, in addition to the general skill-building activities all new students participate in.

(e) School Calendar

Remote Plus Hybrid Reopening Plan Submitted to DESE and Posted on Parker's Website	Faculty & Staff Return
14 Aug.	**26 Aug.**
14–26 Aug.	**16 Sep.**
Implementation Planning, Preparing Campus, Surveys	First Day of Phased Reopening

H. Other

Summer 2020 Campus Reopening Committees

Instructional Leadership Team
Deb Merriam, Academic Dean
Diane Kruse, MST Domain Leader
Sue Massucco, AH Domain Leader
Mandy Levine, Spanish Domain Leader
Kathy Russo, Special Education Coordinator
Debbie Osofsky, Advisory Coordinator
Ruth Whalen Crockett, NTC Director
Todd Sumner, Principal

Tech Team
Travis Young, Technology Director
Wesley Moreno, Technology Director
John Bohannon, Div3 MST
Michelle McKenna, Business Manager
Deb Merriam, Academic Dean
Diane Kruse, MST Domain Leader
Mandy Levine, Spanish Domain Leader
Todd Sumner, Principal

Faculty Working Group
Deb Merriam, Academic Dean
Dawn Crane, Div2 MST
Ashley Wood, Div3 AH
Tess Tessmer, Div1 MST
Matt Lindsey, Div2 AH
Phil Seidl, Div3 MST
Matt Smith, Div1 AH
Tiffany Testa, Div2 MST
Colleen Meaney, Sizer Teachers Center
Barbara Curtin, Div2 MST
John Bohannon, Div3 MST
Ryan Ruopp, Div2 AH
Marena Cole, Div2 AH
Deb Westaway, Special Education
Alec Hudson, Div2 AH
Henry Schrader, Div2&3 Wellness

Campus Reopening Working Group
Michelle McKenna, Business Manager
Deb Merriam, Academic Dean
John Marshall, Facilities Manager
Lisa Zick, School Nurse
Sheila Kelly, School Counselor
Monique Beganski, Program Assistant
Todd Sumner, Principal

I. Certification of Health and Safety Requirements

Parker meets the health and safety requirements contained in DESE guidance.