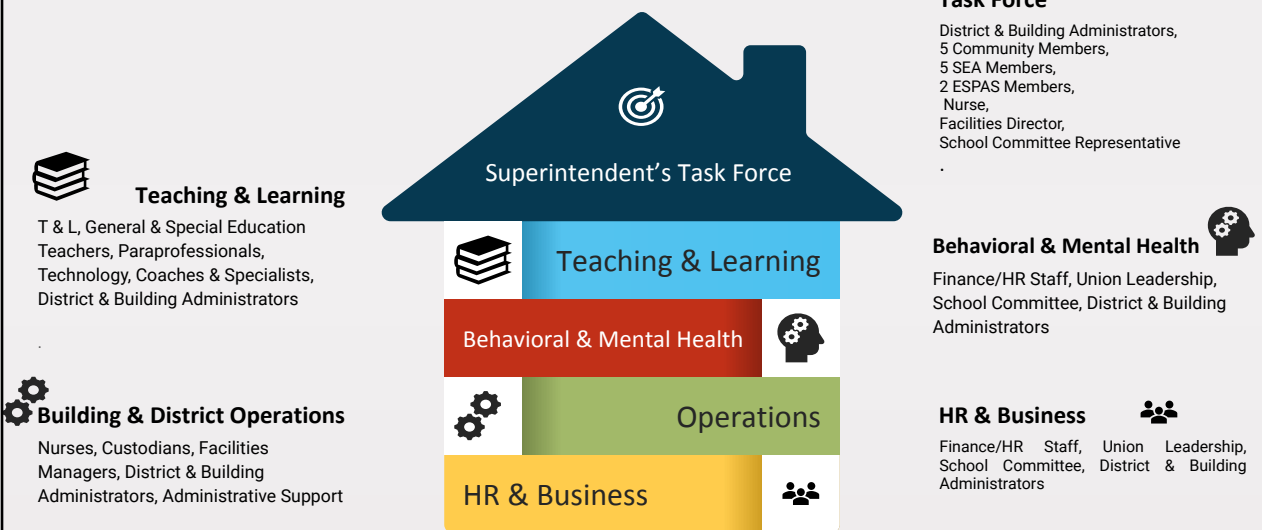


# Superintendent's Reopening Task Force

Update  
July 10, 2020

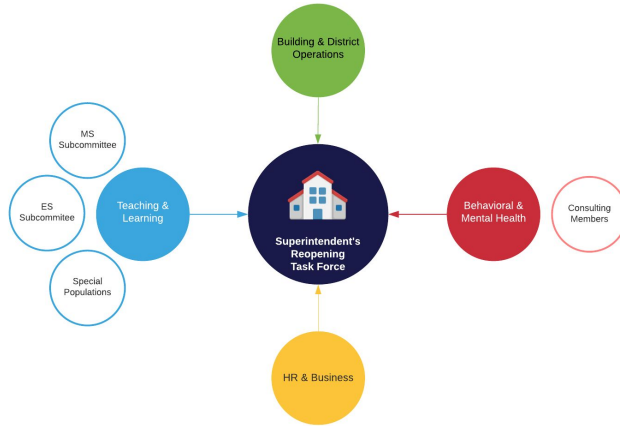


## Composition of Task Force and Working Groups



Working Groups will seek stakeholder feedback and add consulting members throughout the planning process.

Superintendent's Reopening Task Force: Organizational Chart



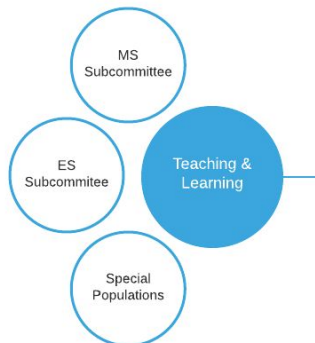
7/8/2020

**Sarah Gees Bhosrekar**, Community Member  
**Bridget Riesenber**, Community Member  
**Kasey Rogers**, Community Member  
**Mark Gallagher**, Community Member  
**Kim Napoli**, Community Member  
**Jacqueline Alphonso Barry**, Community Member

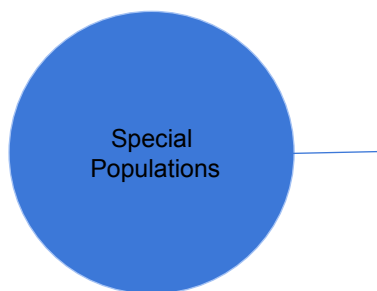
**Maggie Helon**, School Committee

**Brad Crozier**, Superintendent  
**Kim Swain**, Assistant Superintendent  
**Stephanie Juriansz**, Student Services Director  
**Don Sawyer**, Business and Finance Director  
**Bill Barletta**, Joint Facilities Director  
**Jeff LaBroad**, Haynes Principal  
**Susan Woods**, Nixon Principal  
**Annette Doyle**, Noyes Principal  
**Sara Harvey**, Loring Principal  
**Jeff Mela**, Curtis Principal  
**Betsy Grams**, Wellness Curriculum Coordinator  
**Carolyn Lucchese**, Nixon Library Media Specialist  
**Jeanmarie Skahan**, Haynes Teacher  
**Karen Blumberg**, Loring Guidance Counselor  
**Karen Devine**, Noyes Team Chair  
**Kathy Dellicker**, Curtis Administrative Assistant  
**Tracy Berry**, Special Education Tutor  
**Abbey Salon**, Curtis Teacher





**Kim Swain**, Assistant Superintendent  
**Stephanie Juriansz**, Student Services Director  
**Lauren Egizio**, Humanities Coordinator  
**Karen Wolfson**, Mathematics Coordinator  
**Susan Woods**, Nixon Principal  
**Jeff Mela**, Curtis Principal  
**Angela Menke**, Curtis House Administrator  
**Stephanie Kogan**, Noyes Special Education Teacher  
**Carolyn Lucchese**, Nixon Library Media Specialist  
**Jeanmarie Skahan**, Haynes Teacher  
**Dawn Parisi**, ESL Teacher  
**Rebecca Howard**, Loring Teacher  
**Erin Kehew**, Haynes Special Education Teacher  
**Annya Pedreschi**, Curtis Team Chair  
**Abbey Salon**, Curtis Teacher  
**Jacqueline Alfonso Barry**, Community Member  
**Maggie Helon**, School Committee Member



**Stephanie Juriansz**, Director of Student Services  
**Stephanie Kogan**, Noyes Special Education Teacher  
**Dawn Parisi**, ESL Teacher  
**Rebecca Howard**, Loring Teacher  
**Erin Kehew**, Haynes Special Education Teacher  
**Annya Pedreschi**, Curtis Team Chair  
**Anh Le**, Noyes Team Chair  
**Karen Devine**, Noyes Team Chair  
**Anh Le**, Team Chair/Preschool Coordinator  
**Maia Proujansky-Bell**, Parent and SEPAC Chair  
**Kate Mellon**, Parent  
**Heather Pendergast**, Preschool Teacher  
**Heidi Strauss**, Occupational Therapist  
**Tricia Callison-Keller**, NECC BCBA  
**Erin Dyett**, NECC BCBA  
**Elizabeth Novak**, Nixon SLP  
**Emily Ambeau**, Curtis Adjustment Counselor  
**Michelle Kelleher**, Curtis Special Education Teacher  
**Amy Canute**, Parent

**Consulting Members**

**Sandra Walters**, Director of METCO  
**Anna Lasso**, Team Chair/Special Educator  
**Carolyn Curnow**, Special Educator  
**Dena Salom**, Parent  
**Lindsey Carapezza**, Curtis Team Chair/SLP  
**Rian Murray**, Curtis Special Education Teacher  
**Alexis Strauss**, Special Education Teacher, Noyes  
**Anne Chabot**, Nixon Nurse

**Silvia Nersessian**, School Committee Member



**Building & District  
Operations**

**Jeffrey LaBroad**, Haynes Principal  
**Sara Harvey**, Loring Principal  
**Jeff Mela**, Curtis Principal  
**Bill Grubb**, Curtis House Administrator  
**Bill Barletta**, Joint Facilities Director  
**Carol Bradford**, Nurse Coordinator  
**Jo-Ann Schuster**, Nixon Administrative Assistant  
**Kim Napoli**, Community Member  
**Sarah Gees Bhosrekar**, Community Member  
**Kasey Rogers**, Community Member

**Suzie Kornblum**, Sudbury Extended Day Director



**HR & Business**

**Brad Crozier**, Superintendent  
**Don Sawyer**, Business & Finance Director  
**Marc Gallager**, Community Member  
**Tracy Berry**, Nixon Special Education Tutor  
**Kathy Dellicker**, Curtis Administrative Assistant

**Betsy Grams**, Wellness Curriculum Specialist  
**Annette Doyle**, Noyes Principal  
**Elizabeth Clark**, Noyes Psychologist  
**Karen Blumberg**, Loring Guidance Counselor  
**Terry Miller**, Curtis Guidance Counselor  
**Jennifer Vlacovsky**, District Social Worker  
**Bridget Riesenberg**, Community Member  
**Jacqueline Alphonso Barry**, Community Member

#### Consulting Members

**Stephanie Kogan**, Noyes Special Education Teacher  
**Chris Thibodeau**, Curtis Teacher  
**Kim Doherty**, Curtis Special Education Teacher  
**Betsy Caldwell**, Nixon Specialist Teacher  
**Kelsey Chandler**, Loring Teacher  
**Melissa Morabito**, Nixon Teacher  
**Jeff Lappin**, Assistant Student Services Director



## Working Group Updates: Teaching & Learning



### In-Process

- Subcommittees to focus on ES, MS, Special Populations
- Content specific consulting groups
- Focus on structures and instructional guidelines for the three learning scenarios: in-person, hybrid, distance
- Develop schedules

### On-Going

- Stay current with guidance from DESE, e.g. assessment, content standards
- Identify needs for materials/equipment/training/modifications to site
- Review feedback from stakeholders
- Identify professional development needs



## Working Group Updates: T& L for Special Populations

### In-Process

- Subcommittees to focus on particular special populations: Those who are high needs: PK-2, students with disabilities, English learners, economically disadvantaged or disconnected students
- Focus on structures and instructional guidelines for each learning scenario
- Least restrictive cohort groupings for service delivery models
- Masks/PPE/Cleaning protocols for specific needs
- Specialized programs for high needs or youngest students
- Curricular modification
- Related services and continuity of service delivery
- Special Education protocols for IEP meetings/testing/evaluations
- Stay current with guidance from DESE
- Identify needs for materials, equipment, training modifications
- Specialized Transportation and partnering with families

## Working Group Updates: Behavioral & Mental Health



### Priority Areas

- Focus on students, families, and staff
- Consider short- and long-term behavioral and emotional supports
- Establish a sense of safety
- Facilitate connectedness and positive relationships
- Build students' social-emotional competencies - especially coping, self-regulation, and help-seeking
- Focus on equity and inclusion
- Facilitate trauma-sensitive school culture

### Current Actions

- Plan back-to-school social events/activities to foster connection
- Prepare scripts / videos / slide decks for teachers to use for consistent messaging
- Establish school routines to welcome students and adhere to new health requirements
- Develop a referral and screening process for mental health
- Engage families and invite collaboration

## Working Group Updates: Building & District Operations

### Areas of Focus

- Facility capacity (and potential temporary modifications)
- Furniture & equipment needs
- Building usage for arrival/dismissal, lunch, recess
- Health & Safety
- Cleaning & sanitation protocols
- Food Service
- Transportation
- Extended Care
- Communication Planning (district and site-based)

### Current Activities

- Drafting district operational guidelines to support in-person learning (full and part-time)
- Supporting immediate district home/school communication needs
- Consultation with outside providers (e.g. Sudbury Extended Day, Whitsons Food Service)
- Monitoring of national, state and local health and educational advisories and guidance
- Capturing data on available resources (space, equipment, furniture) to assure physical distancing
- Exploring feasibility of various options and scenarios for visitors, arrival/dismissal, lunch, hallway usage, storage, etc.

## Working Group Updates: HR & Business

- Researched the age of staff to seek information on the number of staff in high-risk category.
- Discussed possible funding sources outside of the School Budget (grants, stimulus)
- Created an inventory of equipment and furniture in each school
- Discussed HR implications of staff being out and substitutes
- Created a class size study

## Guiding Principles

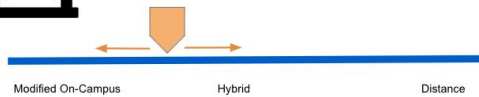
- National, state and local health officials and leaders make the health decisions.
  - Cohort model
  - Health and safety protocols
- Focus on health and meeting the needs of all students.
- Equity and Access for all Students
  - Teacher directed learning for all educational models
  - Access to devices and internet for all students
  - Social and Emotional Care
- Planful use of finances and resources
  - Budget
  - Staffing

## District Facial Covering Expectations

- All staff will wear cloth face covering, disposable mask or face shields
- All students will be required to wear face coverings on the buses and vans
- Students Pre-k to 8 will be required to wear face covering in classrooms, hallways. Breaks without coverings will be scheduled with distancing 6' or greater at the staff's direction



# Models



The DESE has required Districts to prepare plans for three modes of school reopening.

- Modified on-campus for all students in which protocols would be in place to reduce risk for students and staff.
- Distance learning in which students would engage in remote learning that would be comprised of “live” teaching and independent activities.
- Hybrid model would combine in-person learning with distance learning on a schedule where approximately half of the students would alternate being in school while the other half would engage in distance learning.

\*Districts will offer a full remote plan for students who are unable to attend school due to health or other concerns. This plan may be state or locally sponsored.

## Three Approaches to Learning



### Modified In-Person On-Campus

All students attend in person with enhanced safety procedures


































### Hybrid

Students attend in person 50% of the time and remotely 50% of the time



### Distance

All students engage in learning remotely

Three Approaches to Learning	Modified In-Person	Hybrid	Distance
Prioritize health of all community members and meeting the needs of all students			
Purchase equipment/furnishings/PPE			
Transportation schedules			
Redeploy staff as needed			
Recapture or repurpose instructional spaces			
Cleaning and safety protocols			
No large groups, visitors, field trips			
Cohort model			
Adjusted daily schedules			
Identified specialized supports continue			
Identified student populations may attend more frequently			
Synchronous and asynchronous learning			
Technology support for staff and families			

# Determining Building Capacity

Building capacity is a critical component in determining how in-person and hybrid models would function. DESE and Massachusetts School Building Authority (MSBA) partnered with CannonDesign to create a tool to calculate building capacity.

- The tool calculates the optimal number of people that can fit in a room mathematically
- Allows for custom calculations based on fixed furniture, number of staff members, and distancing.
- Provides a room layout diagram based on the square foot requirements

Please note that this is a starting point and there may be alternate spaces within buildings that can be utilized. Assessing each room at each school would be necessary to finalize student capacity.

Specific Room Dimensions

26' x 34' (884 sf)

Parameters:

Enter length (ft):

Enter width (ft):

Personal Space Diameter (ft)

Social Distance (ft)

Subtract unusable feet from length and width (doorways, fixtures)

Subtract spaces for teacher desk

Subtract add'l spaces for teaching wall

Optimized Spacing

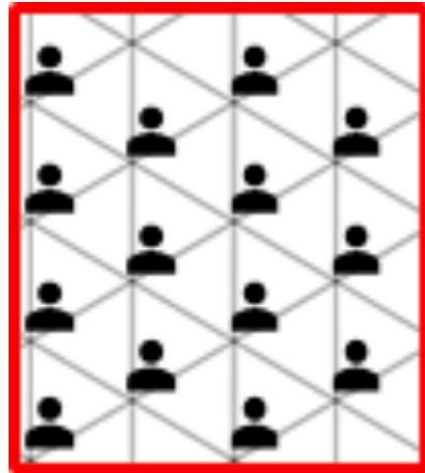
4x4/4 isometric grid (@ 8')

16 seats

- 3 teacher space/s

**= 13 student capacity**

*Specific locations of doorways, fixed furniture and equipment may affect layout and capacity.*



34' less 1.5'

**Socially-Distanced Classroom Capacity (Planning Model)**

A parametric model based on user-specified assumptions and reasonable permutations of classroom length-width dimensions.

**CANNONDESIGN**

Parameters:

personal space (ft)

social distance (ft)

unusable perim (ft)

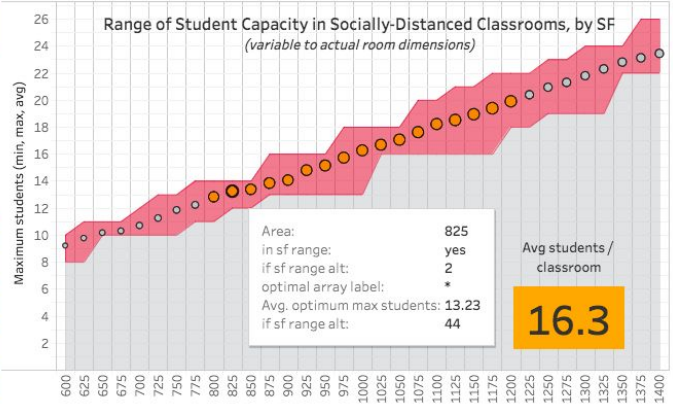
teacher desks

teaching wall desks

sf range low

sf range high

Area	Min. optimum max students	Max. optimum ma. max students	Avg. optimum max students	sf per student
600	8	10	9.2	65
625	8	11	9.8	64
650	10	11	10.2	64
675	10	11	10.3	66
700	10	12	10.7	65
725	10	13	11.2	65
750	10	13	11.8	63
775	11	14	12.2	63
800	11	14	12.8	62
825	12	14	13.2	62
850	12	14	13.4	64
875	13	16	13.8	63
900	13	16	14.0	64
925	13	16	14.8	63
950	13	16	15.1	63
975	13	18	15.7	62
1000	13	18	16.3	62
1025	16	18	16.7	62



# Curtis Capacity

Current Enrollment: 922 with 42 Homerooms

Average CORE content teaching space is 825 sq ft.

Class size:

6' social distance - 13 Students - 71 Homerooms

5' social distance- 17 students- 55 homerooms

4' social distance - 22 Students - 42 Homerooms

3' social distance - 29 Students - 32 Homerooms

## Socially-Distanced Classroom Layout and Capacity

CANNONDESIGN

### Specific Room Dimensions

25' x 33' (825 sf)

#### Parameters:

Enter length (ft):

25

Enter width (ft):

33

Personal Space Diameter (ft)

2

Social Distance (ft)

3

Subtract unusable feet from length and width (doorways, fixtures)

1.5

Subtract spaces for teacher desk

1

Subtract add'l spaces for teaching wall

2

### Optimized Spacing

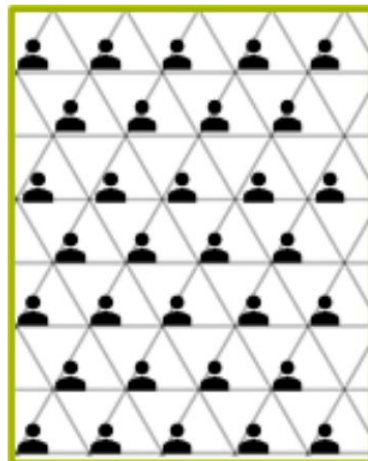
7x5/4 isometric grid (@ 5')

32 seats

- 3 teacher space/s

**= 29 student capacity**

*Specific locations of doorways, fixed furniture and equipment may affect layout and capacity.*



33' less 1.5'

## Loring Capacity

Current Enrollment: 444 with 22 sections

Average CORE content teaching space is 870 sq ft.

Class size:

6' social distance - 13 Students- 35 sections

5' social distance- 17 students- 27 sections

4' social distance - 24 Students- 19 sections

3' social distance - 32 Students- 14 sections

## Noyes Capacity

Current Enrollment: 518 with 24 sections

Average CORE content teaching space is 884 sq ft.

Class size:

6' social distance - 13 Students - 40 sections

5' social distance- 18 students- 29 sections

4' social distance - 25 Students - 21 sections

3' social distance - 37 Students - 14 sections

## Nixon Capacity

Current Enrollment: 317 with 15 sections

Average CORE content teaching space is 875 sq ft.

Class size:

6' social distance - 13 Students - 25 sections

5' social distance- 18 students- 18 sections

4' social distance - 25 Students - 13 sections

3' social distance - 33 Students - 10 sections

## Haynes Capacity

Current Enrollment: 340 with 17 sections

Average CORE content teaching space is 875 sq ft.

Class size:

6' social distance - 13 Students - 27 sections

5' social distance- 18 students- 19 sections

4' social distance - 25 Students - 14 sections

3' social distance - 33 Students - 11 sections

## In progress...

<b>Guidance</b>	<ul style="list-style-type: none"><li>● Commissioner's Letter to School Committees</li><li>● Video from Medical Community</li><li>● Updated SPED guidance (7/9)</li><li>● Transportation, Extracurriculars, Specialists</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>● Inventory (e.g. desks, PPE, devices, cameras, materials)</li><li>● Family preferences re: instructional models and transportation</li><li>● Staff needs</li><li>● Student Needs</li><li>● Student Learning</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>● Receive template from state, complete, and submit on July 31</li><li>● Superintendent's Task Force and Working Groups</li><li>● PD for staff and administrators with a focus on technology integration, anti-racist educational practices, and social and emotional health</li><li>● Educational planning for unfinished learning and new learning</li></ul>
<b>Implementation</b>	<ul style="list-style-type: none"><li>● Site modifications</li><li>● Scheduling</li></ul>