

LINCOLN PUBLIC SCHOOLS

School Reopening Preliminary Planning : School Committee

July 30, 2020

DESE asked all districts to explore the feasibility of three models

In-person

best for:

- creating community
- social learning
- students to have consistent, high-quality, in-person adult support

Remote

best for:

- students who cannot attend in person
- safety from COVID-19

Hybrid

best for:

- situations in which space or staffing do not allow for consistent 6 feet distancing or other safety mitigation factors

Guiding Safety Principles

- Social distancing: 6 feet of distance between student seats, exceeding DESE's recommendation of a minimum 3 feet (+)
- Small, stable cohorts of 10-15 students (+)
- Minimizing staff exposure to as few cohorts as possible (typically 1-3) (+)
- Multiple mitigation components at all times
 - Masks PK-8 (+)
 - Hand Hygiene
 - Physical Distancing
 - Cleaning, Sanitizing, Disinfection
 - Open windows/HVAC

(+) *Exceeds DESE guidance*

Feasibility Studies

Spaces

- 6 feet of distance between chairs, resulting in classrooms with significantly reduced class sizes
- Potential to utilize other rooms as classrooms
- We anticipate having enough classroom spaces for all students
 - All Preschool families might not be able to receive their first choice of session

Staffing

- Requires us to use staff flexibly
- Some faculty will need to be remote, e.g. because of their own or their family's medical needs
- Based on initial family survey of who might choose remote, we can manage staffing
- Staffing model cannot be finalized until families commit their students to a model through a registration process

Materials

- Requires purchasing of additional materials and repurposing of some furniture

Key Components of Mitigation

Masks



Hand Hygiene



Physical Distancing



Cleaning,
Sanitizing, and
Disinfection



Your Critical Role

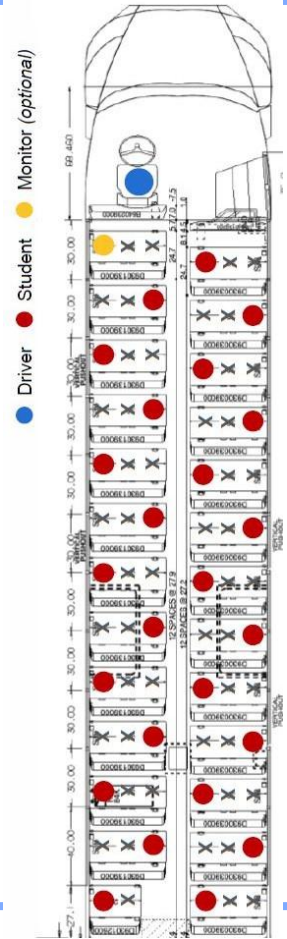
- Families and caregivers are required to check students for symptoms each morning, including temperature checks
- Staff are also required to conduct a self-check for symptoms each morning
- This check is critical and will serve as the primary screening mechanism for COVID-19 symptoms



Transportation

Initial survey results suggest that we will have sufficient bus capacity in our Lincoln bus routes to transport anticipated riders, but we will need to add a third bus for our Boston students. **Family commitments in the next survey are critical to completing our transportation planning.**

- Health and Safety practices follow DESE and CDC guidance:
 - All drivers and students are required to wear a mask on the bus
 - Students will have an assigned seat on the bus, distanced at least three (3) feet from one another, one to a seat (siblings can sit together)
 - Students will load from rear to front, and remain in their assigned seats, facing forward
 - Bus windows will minimally be half-open at all times except in extreme weather



Facilities - HVAC

- Implementing ASHRAE guidance
- Windows; Lincoln fully operable, HPS one operable window per classroom, HMS no operable windows
- Hanscom schools are adding controls programming that will allow both HMS and HPS to bring in 100% fresh air at all occupied times; this programming is scheduled to be operational by late August
- Lincoln schools will have their systems fresh air intake dampers increased; the schools will also be using operable windows for maximum fresh air
- HVAC systems will start earlier and run longer than usual in order to preheat and fully exhaust each building each day.
- HVAC system filters:
 - Hanscom systems have a MERV 14 filter for fresh air intake
 - Existing MERV 8 filters in Lincoln School Smith Building and modular classrooms will be upgraded to MERV 13 filters

If in-person, we recognize a number of simultaneous needs

Remote Cohort

Students who cannot or will not join school in-person

Students who need to quarantine

At different times, some students might need to quarantine

Need to be able to transition to remote

We need to be prepared to transition seamlessly between in-person and remote models at the cohort, school, and district level

Equitable Education

Students who are remote need an equitable learning experience

Faculty cannot teach in disparate modes

Faculty cannot simultaneously teach students who are in-person as well as those who are remote

Need to utilize staff flexibly

In order to keep students in small, stable cohorts at 6-ft distancing we will need all available staff to support students and enable contractual requirements



In-person

- Adjusted school day of 8am-1:45pm M, T, Th, F with some independent work for afternoon/early evening
- Maintain 8am-12:35pm Wednesday schedule
- After school options for students are being explored and we are awaiting further guidance (LEAP, Clubhouse, CDC, extended-day preschool programming & potential after school care for Boston-resident students)
- Cohorts will be based on enrollment, student needs, staffing, and physical space constraints
- Teacher as learning coach & main point of contact with families (this includes all 6-8 classroom teachers and could include PK-8 specialists)
- In-person/Virtual Plus
 - in-person conversation and joint-work
 - ongoing support from learning coach
 - social opportunities, in-person community, some chances for outdoor time
- For 6-8 students, feedback from learning coach and content-specific faculty

What does 6 ft distancing look like?

HMS



Lincoln 5-8



Lincoln K-4
Modulars



HPS

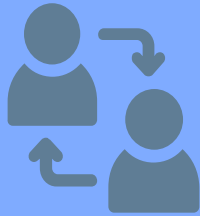




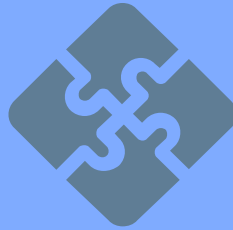
Remote

- Same schedule as in-person school: 8-1:45pm M, T, Th, F with additional, independent work for afternoon/evening and 8-12:35 W
- Consistent teacher as learning coach & main point of contact with families
- Potential for cross-campus, grade-level cohorts
- Groups could absorb students for short term, individual quarantines
- Same lesson frame and resources as in-school
 - variety of live learning throughout each day (but not 5.5 hours of straight screen-time)
 - ongoing support from learning coach
 - district to identify ways to send some materials home
 - community building within cohort and beyond
- If a cohort from in-person school needs to quarantine, then learning coach will stay with them and switch with the whole group to remote until it's time to go back to in-person

Synergies between models



**LESSONS WITH
COACHING SUPPORT**



**SCHEDULES &
PROCESSES**



**COMMUNICATION WITH
FAMILIES**



TECHNOLOGY



Race, Equity, and Inclusion

We are committed to working together with you to dismantle inequitable systems and structures so that all stakeholders will thrive in school and beyond. We know there is work to be done to address inequities, increase access, and educate our community about racism and becoming an anti-racist district. We strive to be a welcoming and affirming community for all.

REI Working Group recommendations will be included in the final plan and this work, in tandem with the newly formed partnership with the National Coalition Building Institute (NCBI), will develop short- and long-term goals for the district.

Social-Emotional Learning & Mental Health

Vision: We will create safe school cultures that focus on personal, community, and societal well-being. We believe SEL is a critical priority that must be in place in order for our other work in schools to happen.

We believe trauma-informed and culturally responsive teaching with a focus on race and equity is essential to a healthy and successful school community.

We believe children, staff and families need to feel safe and connected. They need to be heard, seen and met where they are (physically & emotionally).

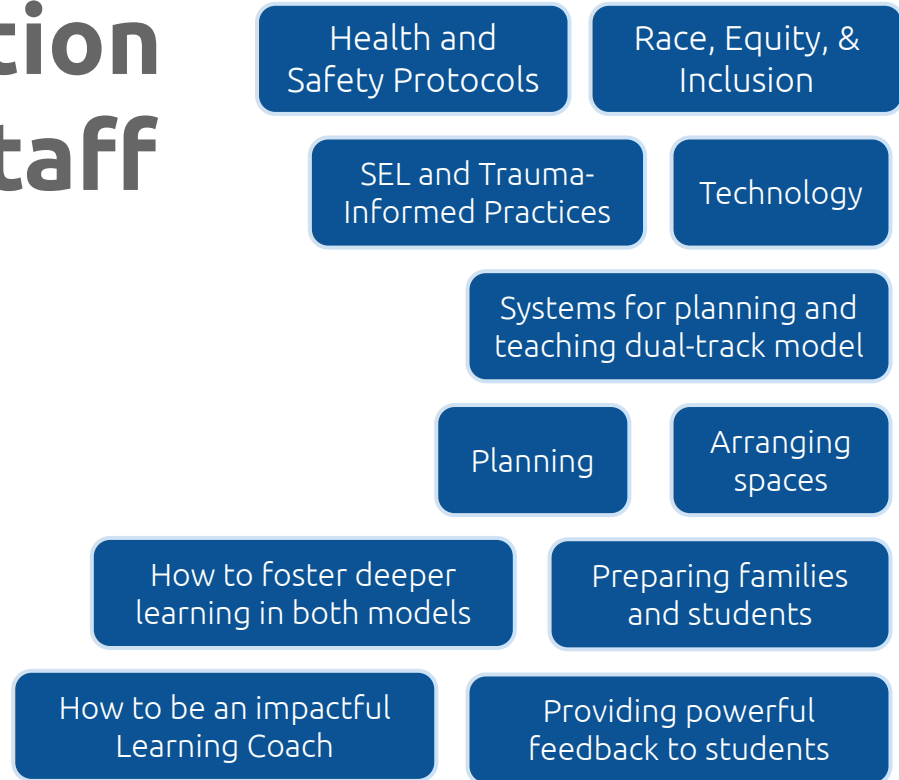
We believe in order to attend to the emotional & physical safety of our community, we must address racism and other forms of oppression.

We believe we need to actively honor the identities of the members of our community including but not limited to: race, religion, gender, disability, LGBTQ+, and socio-economic status.

We believe this work requires an ongoing examination of our processes so that we have awareness of who benefits and who is not being served by our decisions and actions.

PD and preparation with faculty & staff

- DESE has recently announced a reduction in school days from 180 to 170, allowing 10 additional days of professional development and preparation at the start of the school year
- First day of school for students will be no later than Wednesday, September 16, 2020



Special Education

Regardless of the model, Special Education will provide students with disabilities with a free and appropriate public education (FAPE). IDEA will be fully implemented.

Our goal is to provide in-person or live/virtual (synchronous) sessions while reducing the adult physical contacts to prioritize health and safety.

Special education will:

- Prioritize and provide in-person and/or virtual live (synchronous) individual and small group instruction to all students as per their IEP (closely aligns to the IEP)
- Will provide in class supports for in-person learning as required (tutor support in class/attached to cohort)
- Will communicate with all families regarding services and schedules and provide notification
- At this time, Team Meetings and 504 Meetings will be live/virtual to reduce in-person contacts and visitors to the school

Preschool Model

The Lincoln Preschool program values and is [prioritizing in-person instruction](#). Consistency in scheduling for preschoolers was a focus in developing schedules due to the age and developmental level of the students. Opportunities to be in school everyday were valued over alternating days for cohorts of students.

- Smaller cohorts at the preschool in both Lincoln and Hanscom
- Classroom composition will be different this year
 - Cohorts may not be fully integrated
 - Peer role models will be placed into cohorts with a focus of maintaining smaller class size
- Some 4 hour sessions may be changed to morning/afternoon 2.5 hour sessions to allow smaller cohorts and additional class sessions
- Students receiving in-person instruction will receive a combination of direct in-person instruction from related service providers and/or virtual/live sessions from related service providers with in-person support from a tutor from the classroom.
- Formulating classes and hours of the class will be determined once registration has been completed by families.

Next Steps

