



Salem Returns

Reopening Plan

August 6, 2020



“Here is the dilemma for those of us who care about equity, social justice, and science: there are (at least) two competing justice issues on the table — the risk of not having school for the students most marginalized, and the risk of schools spreading a deadly disease to the students and families [and staff] who are most marginalized. Choosing to address one inherently worsens the other.”

- Shayla R. Griffin, PhD, MSW

Our core values are woven throughout the recommended plan



Wellness

- Responsive to the most up-to-date **science** on COVID-19 & the impacts of remote learning on children
- Integrates the highest levels of **safety precautions** for adults and students



Equity

- Every effort made to create an **intentional plan** to meet student needs
- The recommended plan is **different for different ages and student groups** driven by student need



Community

- **Extensive feedback** and iteration with the community to integrate diverse perspectives
- Plan relies on **community vigilance** to minimize the spread of the virus in and out of schools



Flexibility

- Plan strives to **open in the best way possible while planning for disruption and change**
- Plan seeks to **build the foundation** of relationships and skills to ensure effectiveness in times of change

We have solicited significant feedback and engaged across all stakeholder groups

Surveys

3454 Survey Responses

- 
- **Family Survey:** 56% of the district represented with over 1500 responses
 - **Staff survey:** 645 responses representing all groups

- **Remote Learning Survey:**
 - 706 families
 - 382 educators
 - 227 students

Salem Returns Task Force

Family Engagement Subgroup

Focus Groups

54 educators



- 19 elementary teachers
- 13 secondary teachers
- 22 non-teaching staff

Town Halls

3 Town Halls



- Families with Mayor Driscoll (7/9):
 - 122 attendees
 - 2200 stream views
- Teachers on 7/27
- Students on 7/28 with 30 participants

Facebook Live

Over 10,000 views



- 5 Wednesday sessions to date in English & Spanish
- ~100 live viewers each w/ comments & questions
- 1200-3300 views each

Virtual Meet & Greets

~50 families

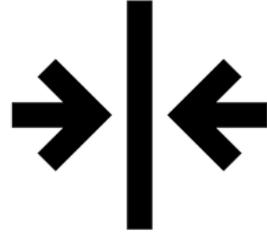


- Nine completed to date, including one for Portuguese families
- Upcoming opportunity focused on families of English Learners

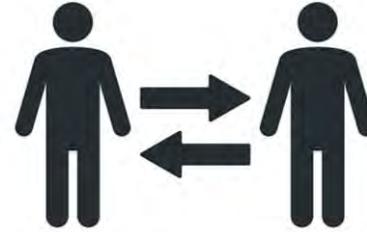
We have incorporated and adjusted the plan to reflect both science and stakeholder feedback



Focus on **equity** resonates



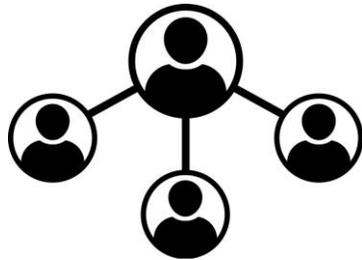
Hybrid has **limitations**



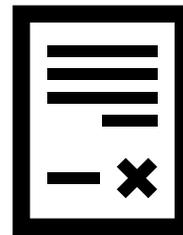
Intentional in-person time



Be prepared to go remote



Concern about **multiple cohorts**



Get **specific** about safety details



Address **HVAC** and facilities concerns

This plan weighs the overall impact of in-person and remote learning for different grade levels...



Wellness



Older Students

In-person

- Potentially **greater risk to spread COVID-19** amongst older students
- Greater **negative impact on in-person experience** when implementing stronger safety precautions (e.g., stable cohorts, limited transitions)

Remote

- Greater **ability to access remote** instruction
- Necessary baseline knowledge to **engage online** & increased ability to differentiate
- **Social isolation** is still a real concern



Younger Students

In-person

- The foundational years (including **learning to read and socialization**) are critical for lifetime access to learning
- The youngest students are believed to be at **lower risk for spreading COVID-19**

Remote

- Accessing remote learning is **difficult for most** young learners
- Not being in school can lead to **increased risks** and requirements for childcare & learning support for the youngest students

Salem Returns: Overview

Grades 4-12

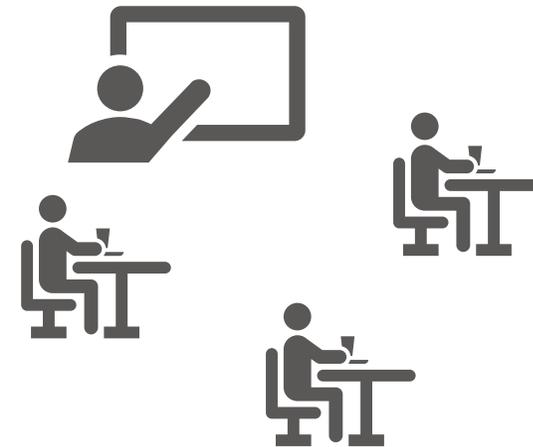


**Foundation:
Remote
Instruction**

The Hub: Connects
Outdoor in-person
connecting activities
open to all students

The Hub: Labs
In-person learning
labs for prioritized
students

Grades preK-3



**Foundation:
In-person
Instruction**

The Hub: Connects
Outdoor connecting
activities with option
2x/month for remote
students to join

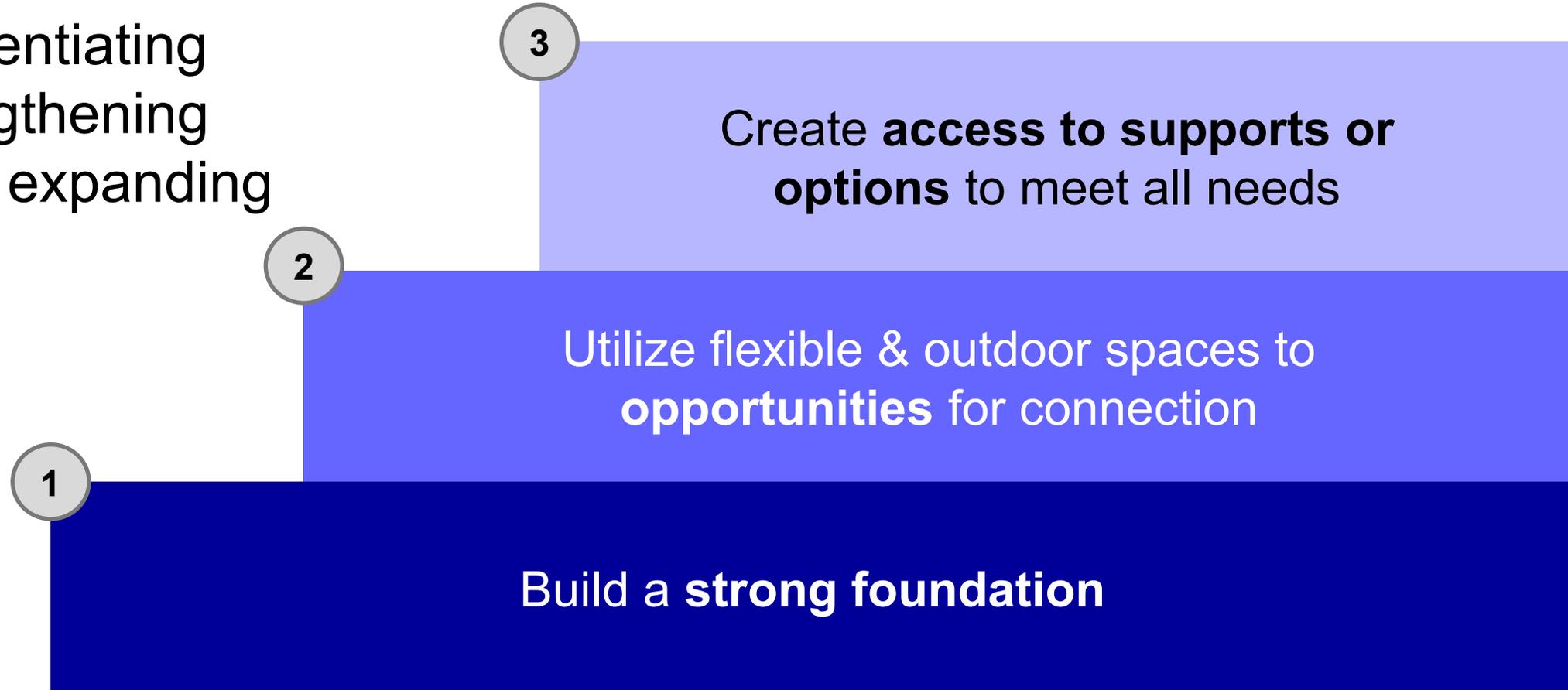
SPS Remote:
Opt-in remote
learning with SPS
teachers

Salem Returns: An effort to create equitable options that meet the needs of all learners



Equity

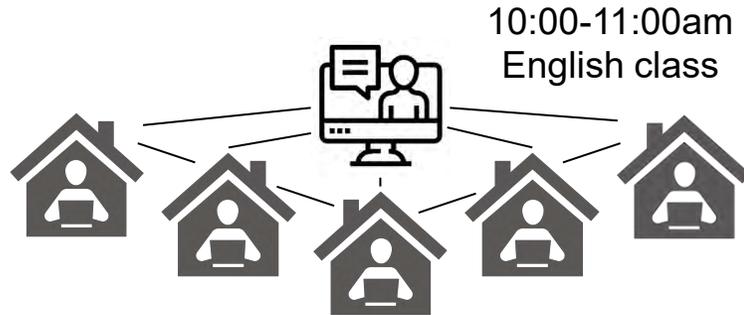
Design the system students need by differentiating options, strengthening supports, and expanding opportunities



Salem Returns: Grades 4-12 – Remote instruction with “The Hub” supports to address student needs

Foundation of Remote Instruction

Synchronous (Live) Learning



Asynchronous (Anytime) Learning

Student A Student B Student C



6:30-8:30am



7:00-9:00pm

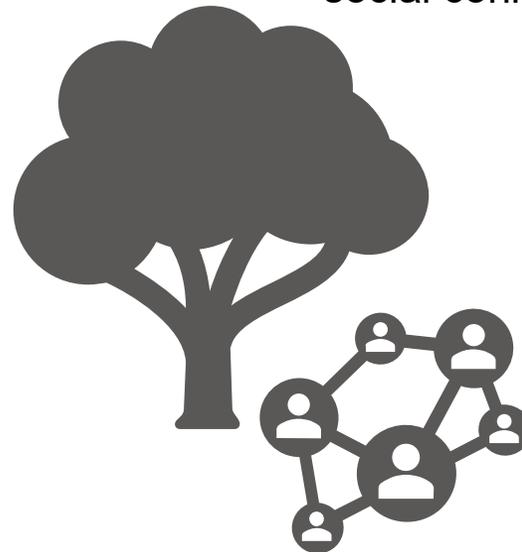


2:30-4:30pm

The Hub: Connects

**Ex: Freshman Fridays
(1-2pm)**

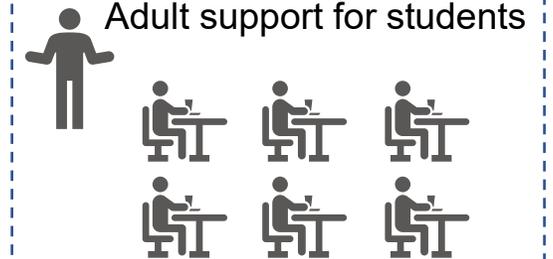
10 students & one teacher meet to build relationships and create social connection



The Hub: Labs

(including NLIS & Prep)

“Remote onsite”



10:00am-12:00noon
Virtual small group learning from inside an SPS classroom

Differentiated supports



In-person individual or small group supports – academic interventions, therapies, etc.

Remote instruction will be more engaging and more rigorous for students and staff

From crisis
to engagement
& empowerment

- **170 Student days**
- **Annual time on learning**
 - 850 hours for elementary schools
 - 935 hours for secondary schools
- **Full days of teaching**
 - More synchronous learning and small group work
- **Every adult as an advisor**
- **Grading**
- **Attendance**
 - For both remote and in-person models
 - Required reporting to DESE

Salem Returns: Grades preK-3 – Intentional in-person instruction to prepare students for success

Foundation of In-person Instruction

Clear purpose for in-person instruction:

1. **Build relationships** to support students' social-emotional development, trust, and connection to school
2. **Build foundational skills**, meaningful interactions, and authentic engagement to empower our youngest learners
3. **Learn to use the technology** to ensure effective remote instruction when necessary and minimize loss of learning time

Flexible Learning



Small groups in flexible spaces that enable quality in-person instruction while maintaining proper distances

“Tech Time”

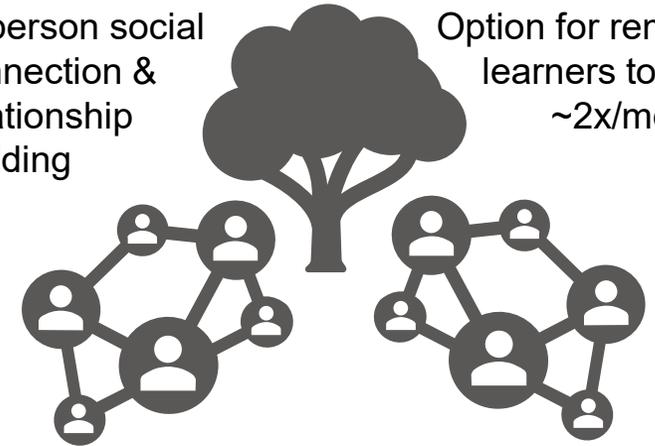
Integrate remote learning tools to ensure students learn how to use the tech platforms



The Hub: Connects

In-person social connection & relationship building

Option for remote learners to join ~2x/month



SPS Remote Option

- SPS teacher-led remote instruction
- Full daily schedule with synchronous (live) and asynchronous (anytime) lessons, and high expectations for students and teachers
- Teacher may not be from assigned school



SPS will examine flexibilities to support elementary schools and families of young children

Additional Space

- Ensure **adequate flexible spaces** for small group instruction
- Explore options at Collins & SHS

Additional Supervision

- Explore expanding “**remote onsite**”
- Explore options to support **children of Salem educators**

Maintaining Cohorts

- Work with partners to provide extended day and **maximize ability to maintain student cohorts** to minimize exposure

The equitable options continue to prioritize groups of students based on need



Equity

1. Remote learning posed a significant challenge for many students particularly those for whom school was not effectively meeting their diverse needs prior to the school closure.
2. Gaps in learning widened for students who were already behind academically.
3. For some students, social emotional, mental health and safety needs intensified or began to surface over the remote learning period this spring due to social isolation and other factors beyond their control.
4. Some households do not have access to internet connectivity, others have unstable internet access, and some households have children sharing single devices.
5. Remote learning was particularly difficult for diverse learners including English learners, students with disabilities, children experiencing homelessness, and students in early elementary grades.

| Prioritized Groups | |
|--------------------|--|
| <i>Tier 1</i> | <ul style="list-style-type: none"> • Newcomers & Beginner ELs—Levels 1 & 2 • Students in sub-separate special education classrooms • Students who are experiencing homelessness or living in foster care • Students in early grades: PK, K, Gr.1-3 • Students living in households with limited or unreliable internet access |
| <i>Tier 2</i> | <ul style="list-style-type: none"> • Students in transition grades: Gr. 6, Gr. 9 • Students who are significantly behind academically (as defined by DESE) |
| <i>Tier 3</i> | <ul style="list-style-type: none"> • School-based recommendations for parents of children who struggled within the remote learning model to opt-in to group A (as possible, based on capacity for safe learning environments) |
| <i>Tier 4</i> | <ul style="list-style-type: none"> • Option for families who believe in-person would be more effective, including siblings (as possible, based on capacity) |

Note: Exploring special provisions for students whose parents are educators and Salem residents.

Salem Returns: Purposeful calendar changes will also better prepare our system and build in flexibility



Proposed Changes

- **Increase teacher professional development** days before school starts from 4 to 11 for training & planning
- **School starts** Monday September 14 for Grades 1-12
 - School starts Wednesday Sept. 16 for preK-K
- Add **new “November Break”** to collect feedback and integrate changes, including planning for colder weather & teacher PD time:
 - Students off 11/2-11/6
 - Teachers off 11/2-11/3
 - Teacher PD days 11/4-11/6
- Opportunity for families to **select new choice** at November Break

Proposed New Fall Calendar

| AUGUST 2020 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| SEPTEMBER 2020 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| OCTOBER 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| NOVEMBER 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

To ensure safety, SPS has instituted risk mitigation strategies and facilities improvements...



Improved Air Systems

- All filters replaced
- Assessing & making repairs on our systems
- Improvements scheduled to ensure fully functioning systems
- Supplemental HEPA air filters ordered for additional support



Strong Protocols

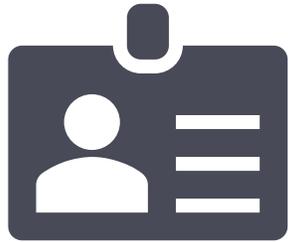
- Partnering with experts, Salem Board of Health, and following guidance across all protocols (i.e., mask wearing, quarantining, arrival/dismissal, etc.)
- Retraining adults on new protocols for gathering
- Ensuring adequate cleaning routines
- Clear & consistent signage



Outdoor Spaces

- Committed \$5K/school for outdoor spaces, with potential to increase if promised additional funds are confirmed
- Identifying additional city spaces to support The Hub – Connects activities

...And plans to ensure the supports and policies are in place to



COVID Coordinators

- School-based coordinator to lead response and manage oversight of risk mitigation strategies
- Strong lines of communication from schools to both families and across the district



Board of Health

- SPS will defer to Board of Health for guidance when DESE and public health are not aligned:
 - Requiring 6ft of distance
 - Protocols for returning to school if known exposure (currently under review)



Benchmark Metrics

- If not released imminently by state of MA, SPS will partner with City Hall and Board of Health to establish key health metrics
- Salem falls within the “reopening” metrics for states that have established these benchmarks¹

What's next:



- Continue to carefully monitor to ensure infection and transmission rates of COVID-19 are under control in Salem and surrounding communities



- Ensure our safety plans, supplies, and building adaptations meet all guidance and standards established by DESE and Salem Board of Health



- Establish and implement reasonable HR policies supporting employee health and safety



- Develop & agree to an MOU with union partners

Share your feedback!

Email us:

Salemreturns@salemk12.org

or

Feedback Form:

<https://forms.gle/zoNy9xAvKYEmjwVk9>

Appendix

Salem Returns: Grades 4-12 – Remote instruction with “The Hub” supports to address student needs



Foundation of Remote Instruction

Intentional Lesson Plans & Schedules:

Synchronous (Live) Learning:

Scheduled small or whole group zoom-based engagement (e.g., discussions)

Asynchronous (Anytime) Learning:

Flexible, pre-recorded videos and independent work on students' schedule

Implementing Lessons from Remote Learning 2.0:

- **Single Sign-on:** Launching all learning from one central site and increasing ease of access
- **Focus on engagement:** Moving beyond log-in and completion to ensure rigorous learning for all students with higher expectations for students and educators
- **Clear policies and practices:** Ensuring credit-bearing courses with attendance & grading
- **Revised daily schedule:** More frequent live (synchronous) & small group instruction
- **Remote SEL supports:** Ensuring all students have access to social-emotional supports and counseling, enabled through technology to limit exposure

The Hub: Connects: Outdoor, in-person small-group advisory (CREW) focused on connection and available to all students at least once/week*

The Hub: Labs: In-person supports for prioritized students, including New Liberty Innovation School & Salem Prep

“Remote onsite:” Virtual small group learning at school w/ accountability for students to access remote learning

Differentiated supports: Access to small group or personalized instructional supports, interventions, services and therapies

- **Small Groups:** Students in consistent small cohorts (≤ 15)
- **Shortened day:** ~9am-2pm with breakfast/lunch
- **Safety:** 6' distance, masks required, strict health & safety protocols on gathering

Salem Returns: Grades preK-3 – Intentional in-person instruction to prepare students for success



Foundation of In-person Instruction

Elements of the Day

Flexible Learning: Utilize flexible and outdoor spaces to enable foundational instruction focused on literacy & math

Tech-Time: Integrate remote learning platforms into the classroom to teach students the tech (students at desks)

Breakfast & Lunch

Recess

Remote Specials: Slightly shorter school day for remote, asynchronous specials

Staffing:

Class size: ~16 students per class

Student:teacher ratios ~1:10

Consistent cohorts for students and adults

Flexible Staffing: Staff may be reassigned to support small cohorts; safety will be the priority

Safety:

Masks for all + face shields available for teachers; see-through masks available

Adequate PPE (N95) provided as-needed & for teachers of certain student populations

Health checks

Strict protocols for maintaining distance

Details:

Start & End Times: Depending on in-person enrollment & transportation logistics, we may have to adjust start & end times w/ the potential for staggered starts

After school: SPS is working with partners and exploring options for extended-day

Flexible staffing: Staff may be reassigned to support team teaching and small cohorts; safety will be the priority

The Hub: Connects – Create outdoor activities open to all students (including remote) by grade level at least twice per month*

Opt-in remote instruction: For families who wish to remain remote, opt-in to a remote classroom led by a Salem teacher (not DESE)

*At this time, The Hub: Connects elementary activities will likely occur during the day and we cannot guarantee transportation