School Committee Members

Chairperson: Michael Tropeano
Vice Chairperson: David Boyle
Secretary: Susie Scholl
Member: Suzanne Scroggins
Member: James Agnew
School Reopening Committees

Over 100 teachers, parents, support staff, administrators participating on 15 different working groups:

- **District Wide Reopening Committee:**
  - SC chair, BOH agent, parents, PTA leadership

- **Curriculum and Instruction**
  - District wide group
  - Smaller groups by grade span

- **Student Services**
  - Special education
  - Social Emotional Learning & Support

- **Facilities**
  - District wide group
  - Smaller building specific groups
School Reopening Plans

Overview
School Reopening Plans: Building Capacity Analysis

Parameters used in the assumptions by Pembroke Public Schools:

- Personal space is defined at 3 feet per person
- Social distance uses 3, 4, 5, and 6 feet models
- Recapture Space (Use of non-traditional space in school as classroom space.)

Based on these parameters Pembroke Public Schools:

- 100% in person model is based off of DESE guidance of 3 ft of space
- Hybrid model is based off 6 ft spacing
- Relocation of classrooms in both models to rooms more conducive to incorporating as much fresh air as possible
School Reopening Plans: Back to School Models

Background: DESE Requirement of three plans submitted for each district by 7/31 with final plan of which plan the district will begin in due by 8/10

Plan 1: 100% in person instruction

Plan 2: Hybrid (mix of in person and remote instruction)

Plan 3: 100% remote instruction
Parent/Family Survey Data:
Remote Learning & Return to School
Spring Remote Learning Survey

Is the Level of Communication from School to Home Adequate?

- Communication has been inconsistent: 1.50%
- Communication has been timely and helpful: 33.00%
- There has been too much communication: 65.50%

How often do your students need help with directions and assignments?

- They need help for every assignment: 13.70%
- They need help for most assignments: 38%
- They need help for about half of the activities and assignments: 28.80%
- They can independently complete assignments: 20.10%
## BACK TO SCHOOL MODELS

### FEEDBACK ON SPRING REMOTE LEARNING

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students missed the regular contact with their teachers and time with their friends.</td>
<td>Some students received very little feedback from their teachers on the work they completed.</td>
<td>Students struggled with unstructured time.</td>
</tr>
<tr>
<td>Students wanted their assignments to be graded</td>
<td>Difficult for some students to manage the assignments on their own while their parents were working.</td>
<td>It was difficult to create routines according to all the students’ family schedules.</td>
</tr>
<tr>
<td>Students need live instruction to get necessary content for assigned work.</td>
<td>Lack of live instruction caused a burden for parents/families</td>
<td>There was a need for virtual social time for students. Missed seeing students.</td>
</tr>
<tr>
<td>Better communication around plans for activities and events to be recreated</td>
<td>Inconsistency of teacher contact. Some teachers connected all the time, other teachers not at all.</td>
<td>Lack of student accountability in student grading policy resulted in low participation.</td>
</tr>
<tr>
<td></td>
<td>Too long of a break between school closure and structured remote learning. Enrichment activities were not enough</td>
<td>Teachers need more time to prepare lessons and collaborate with other teachers.</td>
</tr>
</tbody>
</table>
Return to School Survey

Given Available Information; What Model of Instruction would you prefer for the fall?

- Full In Person: 56.90%
- Hybrid: 14.80%
- Full Remote Learning: 27.40%
- I Prefer to Homeschool: 1.00%

If we were to return in a hybrid model, which model would you prefer?

- Full Week Rotation: 42.20%
- Split Week Rotation A/B/A/B: 34.60%
- Half Week Rotation AA/BB: 13.20%
- Other: 10.00%
Next Steps from Parent Surveys

• Educate families around what 100% in person learning would look like with new safety parameters
• More robust expectations for students during remote learning
• More synchronous learning opportunities during remote learning
• “Full Day” structure for remote learning
• Creation of a hybrid model that families can plan for
• Creation of social opportunities for students in remote environment
• Provide ample time for educators to collaborate and plan
BACK TO SCHOOL MODELS: TWO MODELS

Hybrid Model

This model is based on approximately 50% of the students occupying a school building at a time.

Students would engage in:

- Mondays: Half day of planning and collaborations for staff (mornings) half day of remote learning for both cohorts
- Two days each week in in-person learning at their schools either Tuesdays & Thursdays or Wednesdays & Fridays
- Remote Learning the other two days each week either Tuesdays & Thursdays, or Wednesdays & Fridays
- In person instruction Tuesday – Friday for our high need students (IEPs, 504s, ELLS)

100% Remote Learning

This model is based on all students learning 100% remotely.

Students would engage in:

- Mondays: Half days of planning and collaboration for staff and half day of remote learning
- Tuesday through Friday full remote school days
- Prioritize in person instruction for our high need students when possible
# Hybrid Model

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School</td>
<td>Home ½ day</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A</td>
<td>Cohort B</td>
</tr>
<tr>
<td>Home Learning</td>
<td>Home ½ day</td>
<td>Cohort B</td>
<td>Cohort A</td>
<td>Cohort B</td>
<td>Cohort A</td>
</tr>
</tbody>
</table>

**Hybrid Home Learning Day PreK-6**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity: Work may be synchronous or asynchronous; check-ins required</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:30</td>
<td>English Language Arts Support</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Guided Break</td>
</tr>
<tr>
<td>10-11:15</td>
<td>Math Support</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Specialist</td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>Lunch – Social Group Opportunities</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Science/Social Studies (Guided Play)</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Titan Time</td>
</tr>
</tbody>
</table>

**Hybrid Home Learning Day PCMS & PHS**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity: Work may be synchronous or asynchronous; check-ins required</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:20</td>
<td>Advisory</td>
</tr>
<tr>
<td>7:35</td>
<td>English Support</td>
</tr>
<tr>
<td>8:35</td>
<td>Math Support</td>
</tr>
<tr>
<td>9:35</td>
<td>World Language Support</td>
</tr>
<tr>
<td>10:35</td>
<td>Electives Support/PE/STEM @ PCMS</td>
</tr>
<tr>
<td>11:35-12:05</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:05-1:05</td>
<td>Social Studies Support</td>
</tr>
<tr>
<td>1:05-2:05</td>
<td>Science Support</td>
</tr>
<tr>
<td>2:05-2:20</td>
<td>Titan Time</td>
</tr>
</tbody>
</table>
To reduce the number of students on campus at any given time students will be divided into two cohort.

Student cohorts will be chosen based on the following criteria:
- Sibling Consistency
- Bus Ridership
- Bus Routing
- Secondary School Routine
- Hardship Considerations
Hybrid Model: Next Steps

• Designating remote learning staff that will be responsible for supporting students during home learning days.
  • Synchronous learning
  • Asynchronous opportunities
  • Collaboration and planning with classroom teachers

• Maintaining robust expectations for students and staff during home learning:
  • Required check ins
  • Student work graded and feedback given

• Logistics
  • Movement of students and staff in the building
  • Maximizing outdoor space
  • Food Service
Remote Bryantville, Hobomock and North Elementary Schools

Mondays: ½ days with 3 hours of planning for teachers in the AM and 3 hours of remote instruction in the PM.

Remote Start Times subject to recommendations.

<table>
<thead>
<tr>
<th>Times</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30- 9:00 AM</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Synchronous; Includes Calendar Time</td>
</tr>
<tr>
<td>9:00-9:15 AM</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Teacher Led</td>
</tr>
<tr>
<td>9:15- 10:30 AM</td>
<td>Math Workshop</td>
<td>Math Workshop</td>
<td>Math Workshop</td>
<td>Math Workshop</td>
<td>Synchronous 30 mins of instruction followed by availability for live small group instruction, assessment, pre-recording and asynchronous activities including iReady &amp; enVision2.0</td>
</tr>
<tr>
<td>10:30-11:00 PM</td>
<td>Movement Break / Snack</td>
<td>Movement Break / Snack</td>
<td>Movement Break / Snack</td>
<td>Movement Break / Snack</td>
<td>Independent</td>
</tr>
<tr>
<td>11:00-12:15 PM</td>
<td>Daily Five Workshop</td>
<td>Daily Five Workshop</td>
<td>Daily Five Workshop</td>
<td>Daily Five Workshop</td>
<td>Synchronous 30 mins of instruction followed by availability for live small group instruction, assessment, pre-recording and asynchronous activities including Lexia Core 5 or Lexia PowerUp.</td>
</tr>
<tr>
<td>12:15-1:05 PM +</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>Lunch/Recess</td>
<td>15 minutes of this time is reserved for Lunch Bunch</td>
</tr>
<tr>
<td>1:05-2:05 PM</td>
<td>Specialists: Art</td>
<td>Specialists: Music</td>
<td>Specialists: Library</td>
<td>Specialists: PE</td>
<td>May include live, prerecorded, video or asynchronous activities</td>
</tr>
<tr>
<td>2:05-3:05 PM</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>Science/Social Studies</td>
<td>May include live lessons or watching of videos, prerecorded lessons, videos, or asynchronous activities. Work may connect to Math and/or ELA workshop.</td>
</tr>
<tr>
<td>3:05-3:35 PM</td>
<td>Teacher “Office Hour”</td>
<td>Teacher “Office Hour”</td>
<td>Teacher “Office Hour”</td>
<td>Teacher “Office Hour”</td>
<td>Teacher will be available synchronously for questions, support.</td>
</tr>
</tbody>
</table>
**BACK TO SCHOOL MODELS:**
Sample Secondary Remote Learning Schedule

### Remote: PCMS & PHS REMOTE LEARNING SCHEDULE

Mondays will be ½ days with 3 hours of planning for teachers in the AM and 3 hours of remote instruction in the PM.

Remote Start Time subject to recommended change.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Comments/Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Guidance &amp; SPED could pull from advisory as appropriate.</td>
</tr>
<tr>
<td>7:40 – 7:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A minimum of 30 minutes of instruction expected in each block with teacher support of small groups etc., expected for the entire block.</td>
</tr>
<tr>
<td>8:00 – 9:00</td>
<td>Course 1</td>
<td>Course 6</td>
<td>Course 4</td>
<td>Course 2</td>
<td>Course 7</td>
<td>Course 5</td>
<td>Course 3</td>
</tr>
<tr>
<td>9:00 – 9:15</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>9:15 – 10:15</td>
<td>Course 2</td>
<td>Course 7</td>
<td>Course 5</td>
<td>Course 3</td>
<td>Course 1</td>
<td>Course 6</td>
<td>Course 4</td>
</tr>
<tr>
<td>10:45 – 11:45</td>
<td>Course 3</td>
<td>Course 1</td>
<td>Course 6</td>
<td>Course 4</td>
<td>Course 2</td>
<td>Course 7</td>
<td>Course 5</td>
</tr>
<tr>
<td>1:45 – 12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 – 1:15</td>
<td>Course 4</td>
<td>Course 2</td>
<td>Course 7</td>
<td>Course 5</td>
<td>Course 3</td>
<td>Course 1</td>
<td>Course 6</td>
</tr>
<tr>
<td>1:15 – 1:30</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>1:30 – 2:30</td>
<td>Course 5</td>
<td>Course 3</td>
<td>Course 1</td>
<td>Course 6</td>
<td>Course 4</td>
<td>Course 2</td>
<td>Course 7</td>
</tr>
<tr>
<td>2:30 – 2:45</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>
Remote Model: Next Steps

• Creation of Remote Learning handbook for students and families
• Professional Development for staff and families on technology
• Prioritizing In-Person instruction for high needs groups
School Reopening Plans: Transportation Capacity Analysis

As of July 23, 2020
Transportation Capacity Analysis

Transportation Parameters:

- 2281 students take PPS transportation daily (81% of PPS students)
- 8 XLarge Buses each day
- 18 Large Buses each day
## Transportation Capacity Analysis

### Normal Bus Configuration

<table>
<thead>
<tr>
<th>Bus Type</th>
<th>Number of Bench Seats</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Buses</td>
<td>24</td>
<td>71</td>
<td>48</td>
</tr>
<tr>
<td>XL Buses</td>
<td>26</td>
<td>83</td>
<td>52</td>
</tr>
</tbody>
</table>
## Transportation Capacity Analysis

### Social Distancing Capacity

<table>
<thead>
<tr>
<th>Bus Type</th>
<th>Typical Capacity</th>
<th>At 6 Feet</th>
<th>At 3 Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Buses</td>
<td>71/48</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>XL Buses</td>
<td>83/52</td>
<td>14</td>
<td>28</td>
</tr>
</tbody>
</table>

![Diagram showing social distancing capacity with 12 students]
## Transportation Capacity Analysis

### Social Distancing Capacity

<table>
<thead>
<tr>
<th>Bus Type</th>
<th>Typical Capacity</th>
<th>At 6 Feet</th>
<th>At 3 Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Buses</td>
<td>71/48</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>XL Buses</td>
<td>83/52</td>
<td>14</td>
<td>28</td>
</tr>
</tbody>
</table>

![Diagram of 24 students on a bus](image)
SCHOOL REOPENING PLANS: Technology Support
Every student will be issued a district issued device that they will need to bring back and forth to school/home. PPS will support these district issued devices.

All Students- Preschool & Kindergarten
- iPad/chromebook for each student
- Internet hotspot as needed

All Students- Grades 1-12
- Chromebook
- Internet hotspot as needed
Technology Tools

Learning Management Tools

- Seesaw (PreK, Kindergarten, and 1st Grade)
- Google Classroom (Grades 2-12)

Paid Tools for Teachers

- Google Meet
- Screencastify + Screencastify Submit
- Google Voice

*Several others pending*
School Reopening Plans: First Steps
School Safety: Supplies

CLEANING AND DISINFECTANT
Creating protocols that are more stringent than CDC recommendations

MASKS
GLOVES
Masks for all staff and students grade PreK-12
Gloves for nurses/maintenance and food service staff

Sanitation
25 atomizers purchased to quickly sanitize spaces during the day and between student groups

HAND SANITIZER
Every classroom equipped with hand sanitizer dispensers as well as additional stations in high traffic areas around the school
Facilities

Cleaning & Sanitation
- Atomizers for quick disinfecting of spaces
- Maintenance checklist to ensure standards met
- Increased filter replacement in all HVAC units
- Alcohol based hand sanitizer in all dispensers
- Using tents to maximize outdoor opportunities
Air Quality

• North Pembroke – Each Classroom has a uninvent system which allows for the introduction of fresh air. All classrooms have windows
• Bryantville - Each Classroom has a uninvent system which allows for the introduction of fresh air. All classrooms have windows
• Hobomock- No univents, roof top units allow for fresh air intake and push out throughout the building – All classrooms have windows
• PCMS - Each Classroom has a uninvent system which allows for the introduction of fresh air. Relocate rooms to classrooms with windows
• PHS – Closed air conditioning system – windows do not open. System is designed to allow fresh air intake through each of the 22 roof top units, that air is circulated through the building and exits through exhaust fans – Air conditioning poses concerns.
RGF®
ENVIRONMENTAL GROUP, INC.

Magnetic Mount Package Air Purification System
A Photohydroionization® (PHI) Technology

The PHI Package Unit by RGF® is designed to eliminate sick building syndrome risks by reducing odors, air pollutants, VOCs (chemical odors), smoke, mold, bacteria and viruses®. This product is designed specifically for package systems and utilizes adjustable magnetic feet to attach without fasteners to the blowers unit itself making installation as trouble free as possible. This 24V model connects directly into the control box of the HVAC unit. Now available in 5", 9" and 14" cells which will handle package products from 1.5 to 20 tons. Perfect for all applica-tions where duct work is hard to get to.

Why Use RGF’s Photohydroionization® Technology?
Germicidal UV light rays have been used for decades by the medical industry as a method for destroying micro-organisms (germs, viruses, bacteria). UV light is dependable and can be easily installed in HVAC systems. Germicidal UV light is effective in reducing only the airborne micro-organisms that pass directly through the light rays. However, germicidal UV light has little or no effect on gases, vapors, odors or particles. Photohydroionization®/Advanced Oxidation, which is a dynamic system, on the other hand, is very effective on gases, vapors, VOCs and odors within the occupied space.

TYPICAL INSTALLATION

Actual lab tests showing over 99% reductions of airborne bacteria, mold, odors and virus

The RGF Package Unit utilizes UV light enhanced by a hydrated quad-metallc compound target which develops an advanced oxidation reaction that creates hydro-peroxides, super oxide ions and hydroxides. By engineering the proper UV light wavelength, in combination with a triple function, no maintenance unit, The PHI Cell provides safe hydrogen peroxide to purify the air. With the RGF HVAC PHI Cell Advanced Oxidation System, micro-organisms can be reduced by over 99%. Gases, VOCs and odor can also be reduced significantly, and the room will have hydro-peroxides, super oxide ion and hydroxides which will help give your room fresh, clean and odor free air.

Applications:
Small Package Products
Vertical Stack Units
Roof Tops
Gas Package Products
Anywhere Ductwork is inaccessible

- Hydro-peroxides distribution: distributed thru HVAC duct work
- Super Oxide Ion distribution: distributed thru HVAC duct work
- Hydroxide Ion distribution: distributed thru HVAC duct work
- Installation: installed in HVAC package unit fan section
- Electrical: 24 VAC
- Materials: Aluminum housing
- PHI Cell Replacement: Recommended after 2 years
Caring for Possible Symptomatic Students

• Caregivers will be nurses and School-Based Health Centers

• There will be a nurse at every school

• Every school will have an isolation room in order to separate affected student(s) from the general population
Prior to Building Entry

• COVID-19 or antibody testing is not required.

• Temperature checks will not be conducted.

• If the school district is notified that a staff member or student has become COVID-19 positive, then the Department of Public Health will follow a notification process along with possible “contact tracing”.

• HIPAA laws will be adhered to.
Tips to Families & Staff on Daily Health Checks

• Partnership between the School District and Families/Staff:
  • Social Media Updates will be posted by the Superintendent on COVID-19

• Parents are asked to do daily health checks with their children prior to sending them to school

• Staff members are asked to be vigilant of their health condition before coming to work

• If a student or staff member feels sick, then they should stay home!
QUESTIONS?