



DRAFT

Overview of Online Form for Preliminary District Plan Summary, due July 31

Part I: Contact Information, Feasibility Study Results, and Preliminary Reopening Model

District Name	Nantucket Public Schools
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1. What were the key findings from your in-person learning **feasibility study**, and what does this imply for the student learning model you may use this fall? Suggested word limit: 300.

Each building’s available instructional spaces were examined for 3 ft, 4.5 ft, and 6 ft distancing. At 3 ft and 4.5 ft, we could fit all students in the buildings if we were to purchase approximately 750 desks at an estimated cost of \$90,000. This is due to furniture that doesn’t meet the distancing requirements, particularly with the “face forward” expectation. At 6 ft, we would only be able to entertain a hybrid model based on spacing requirements.

Based on DESE transportation guidelines, the cost to transport all eligible students to/from school will increase at an estimated cost of \$903,593 (cost of 14 new drivers, additional hours/overtime for double or triple routes, and/or buses). Further, we will need to add 17 bus monitors (recommended to ensure children are following proper safety guidelines) at an estimated cost of \$408,000. An additional complication we face as a district is a lack of drivers on island, and all current drivers are in a high risk category. If we were to entertain a hybrid model with reduced numbers of students needing transportation, our costs would be much less, and there would be less need for multiple routes or staggered start times.

We also surveyed our teachers/staff and discovered approximately 10%, or 18 of our teaching staff, are unable to report for in-person work when considering those in high risk categories. This will

require us to hire an additional 18 substitute teachers at an estimated cost of \$400,000 in addition to the estimated cost of \$1,009,000 for Family Medical Leave Act benefits.

An additional 8 custodial staff will need to be hired to effectively clean all spaces at an estimated cost of \$560,000. Following all DESE required safety protocols there are increased facilities costs estimated at \$375,000, including but not limited to plexiglass, trash barrels, PPE, and lunch carts. It is clear that the costs that would need to be incurred by the district far outweigh the ability

2. Which **reopening model** within your plan are you leaning towards for the start of the school year? Please select the predominant model for elementary, middle, and high school. (For example, in a plan where the majority of students are coming back in-person full time, a subset of students may continue to learn remotely if needed.) Districts can use the text box below this chart to provide further explanation of their selections, if needed.

Reopening Learning Models

Grade Span	Reopening Learning Models		
	In-person	Hybrid	Remote
Elementary		X	
Middle School		X	
High School		X	

If you would like to provide an additional explanation of the initial reopening model in question 2 above, or if there are additional factors or challenges that you would like us to know, please write those here:

We have chosen the hybrid model due to space, staffing, transportation, and financial considerations. We feel strongly that we need to maintain six feet of distance between students to protect the health and safety of our students and staff.

Due to challenges of hiring additional bus drivers and teachers, it is not feasible to provide a 100% in-person instruction model. We have historically had difficulty attracting and retaining bus drivers and teachers (including substitutes) because staff need to live on Nantucket, which has a housing shortage and high cost of living. We chose the hybrid model in order to ensure that we are providing as much in-person instruction as possible because we recognize that there are limitations within the remote learning model. It is important to make and keep connections with students, which is best done face-to-face, even in a limited capacity. Most younger students and students with disabilities benefit from face-to-face interventions and interactions. Yet, we need to balance instructional needs with space and staffing consideration. For this reason, we have chosen the hybrid model as our tentative choice of educational model for Nantucket.

Part II: Summary of Three Reopening Learning Models

1. **In-person:** Please provide a summary of your plan for how students would return to full-time in-person learning. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

Elementary: Class size will allow for 6 ft distancing in all classroom spaces at about 2/3 the typical classroom capacity; which will displace central office, community school, intervention, ELL, and special services classrooms. Additionally, the Nantucket Community School will be forced to relocate their operations. Students will remain in classrooms for lunch and specials classes with scheduled mask breaks. Protocols to increase safety will include safe passage within the building, updated arrival and dismissal procedures, and procedures for when students/staff feel ill. In person curricular materials will be utilized along with online tools and programs so a transition to full remote learning is possible. Other school spaces such as the cafeteria and the gym will be utilized as classroom spaces; therefore, we will have to hire 16 more teachers to lead newly formed classes that are in line with 6 foot distancing and all safety protocols. In addition, physical and curricular materials will need to be purchased to outfit these newly formed classrooms. Bus routes will need to be added to accommodate safe ridership for students on the bus.

Middle and High School: Students will need to eat in classrooms and travel in cohorts to limit contacts for students. In addition, multiple bus routes will need to be established to ensure safe travel that falls within the guidance the state has set forth. Protocols to increase safety will include safe passage within the building, updated arrival & dismissal procedures, and procedures for when students/staff feel ill.

In order to bring all students back to the high school, an additional 20 staff members will need to be hired. The auditorium, gym, and library will be repurposed as classrooms, but at least 15 new class spaces will need to be identified.

In order to bring all students back to the middle school with 6 foot distance, 18 teachers will need to be hired and 18 spaces for them to teach in which will include the gym and cafeteria spaces, basically doubling the core teaching staff to ensure that there is enough space for every child. This will also require the furniture and curricular resources needed to effectively teach students.

- o Will any of your students be learning fully remotely? Yes/No
- o Anticipated percent of students learning remotely 10%

2. **Hybrid:** Please provide a summary of your plan for how students would return to school through a hybrid learning model. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

We will have four cohorts of students for remote learning:

- Group A - This cohort will attend school on Monday and Tuesday as well as Thursday and

Friday. This will include English Learners, Students with Disabilities and Economically Disadvantaged students.

- Group B - This cohort will be in the building on Monday and Tuesday and be remote on Thursday and Friday.
- Group C - This cohort will be in the building on Thursday and Friday and remote on Monday, Tuesday and Wednesday.
- Group D - This cohort will be in the remote academy full time due to choice, personal risk factors, or family risk factors associated with Covid-19

All students and staff will learn remotely on Wednesday to allow for building cleaning and disinfection as well as PLC meetings and PD for educators. Additionally, we will schedule student supports, including tele-therapies and time for TAs to have small group check-ins with high needs students including IEPs and EL.

In Groups A, B and C, students will attend their class in person at least two days a week (four days a week for Group A) to participate in standards aligned teaching using high leverage pedagogical practices that engage learners in the content and support critical and analytical thinking. The three days that students are learning remotely will include synchronous and asynchronous learning that will be supported by the classroom teacher as well as specialists. During the remote days, the students will complete lessons aligned to the same objectives as students who are in person.

Students in Group D will learn remotely (100%) through a combination of synchronous and asynchronous lessons for their classes. These students will not attend any face-to-face sessions.

- 3. Remote:** Please provide a summary of your plan for remote learning as the default model of instruction for all students. Please reference the “Step 2” section of this document (page 2) and provide an overview of what you believe to be the most critical information about how this model would work in your district. Suggested word limit: 400.

All students will be following remote instruction each with a school-issued device (primarily Chromebooks), home packets and materials provided to all in need. Schedules provided to all students include a balance of synchronous/asynchronous learning experiences (synchronous include whole group, small group and individual sessions; asynchronous include independent work such as projects, self-paced assignments, pre-recorded mini-lessons, etc.). A system for tracking attendance in all synchronous activities and for participation in both synchronous and asynchronous activities will be put into place. There will be full alignment of remote academic work to state standards. Additionally, the district will develop and provide trajectories for all subject units taught and assessed by trimester (K-8) and by semester (9-12).

Based on feedback from parents, teachers and administrators at the end of the emergency closure (March - June 2020), we will be extending time-on-learning for all students in a remote environment. Instruction (assignments, lessons, units) will be more specific and robust while still providing opportunities for personalized learning and choice. Students will be held accountable through targeted assessment aligned to grade level and/or content level standards. With equity ensured, student grades

will represent a summary of student assessments against standards at all grade levels. Elementary report cards will reflect student performance against grade level standards (PreK to 6). Grade 7 - 12 report cards will continue to be based on a traditional A-B-C-D-F rubric.

Teachers and principals will send weekly communications regarding schedules, teaching, learning, and feedback. Parent feedback will be sought regularly via surveys, email, phone and/or virtual communications (Zoom or Google Meet). Virtual office hours will be provided weekly to families by a remote teacher. Office hours will be offered at least every other week for remote families by each building's principal. Translation will be provided through SMORE and REMIND communication tools as well as through interpreters.

The district is considering a uniform Learning Management System (LMS) PreK-12 to allow for commonality and easy access for all students, teachers and parents. Depending on funding and availability, this LMS may include self-paced, standards aligned instructional activities that can be integrated into the remote model.

4. **High needs students:** Please provide a summary of how students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students will be supported within each of the three reopening models. Suggested word limit: 400.

Students who are considered High Needs will have the option to attend daily five days per week in the in-person model or four days per week in the hybrid model (Group A - see above). High needs students includes those who:

- cannot engage in remote learning due to their disability-related needs;
- primarily use aided and augmentative communication
- Students who are homeless
- Students in foster care or congregate care; and/or
- Students who are dually identified as English Learners.
- Economically disadvantaged students

High needs students who receive special services will return in the full in-person and hybrid models and work within their designated classroom space as well as attend inclusion classes as scheduled with general education teachers, specialized teachers (SPED, ESL), and TA support. Special education students will receive the same amount of services dictated on their IEPs.

With a fully remote learning model, students with disabilities will receive instruction, resources, and support through a combination of online instruction, academic packets, teletherapy, and parent consultation. We acknowledge the constraints of remote learning, knowing that we may need to adjust how students receive their IEP services, which could include more individual services and parent consultation. Elementary English Learners will be scheduled according to state guidance for one or two 50-minute blocks of ESL instruction daily. Some of these required minutes of ESL will be whole-group, and some will be small-group. ELs will also meet with their homeroom teachers who will scaffold for their English Language Development (ELD) level. Middle and High School English

Learners will be in their core content classes and scheduled in their ESL class as per ELD level. All ELs will be provided with all school curriculum materials and supplies.

With a full in-person or hybrid model, English Learners at the elementary level will be placed in homerooms and grouped by ELD level. ESL teachers will provide pull-out services in their smaller classrooms to 3-4 EL students at a time. Middle and high school ELs may be scheduled as a cohort based on their ELD levels.

Professional Development will be provided in all three models to ensure equitable practices for high expectation with high support for English Learners. The EL department will work with schools to ensure equitable grading policies. Teachers will be expected to learn SEI scaffolds that are best practices with technology and administration will be coached to use the educator evaluation tool to coach teachers in ensuring scaffolds are being used. The district interpreters will be available to make phone calls home and to act as a liaison between families and students.