

Malden Public Schools Preliminary School Reopening Plan Summary

Part I

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?

As the health, safety, and well-being of the Malden School community is the most important factor in reopening the schools for 2020-2021, the feasibility study team (consisting primarily of MHS facilities' staff and principals) measured classroom spaces to ensure 6 foot (and 3 foot) distancing between students; examined room / window configuration and HVAC systems for air purification quality; anticipated the requirements of obtaining personal protective equipment (PPE) and cleaning supplies; and surveyed families regarding their needs and preferences.

While the recommendations for air purification, PPE and cleaning supplies can be met, the six foot physical distancing recommendation by the Center for Disease Control (CDC) with full enrollment can not. On average, MPS is able to support 12-14 students within one classroom with six –foot social distancing; at 3 feet, 20-22 students can be accommodated. Reduction of class membership to this size is not possible. With a typical current class size of 25-30 students, the number of classrooms required with physical distancing requirements in place would be more than double. To meet the need for additional space, MPS would need to convert gymnasiums and auditoriums into classrooms, purchase portable classroom units for every school, and / or rent additional community space. The cost of creating additional space, the timelines for doing so, and the related staffing requirements are prohibitive for returning all students to learn in a full in-person model.

Three-thousand six hundred fifteen (3,615) families responded to the district's survey regarding re-opening scenarios. Of the three models proposed, the in-person model was the least preferred, with requests from only 30% of K-8 families and 24% of 9-12 families. When forced to choose between remote and hybrid models, forty-two (42%) percent or 1535 families responded with a preference for remote learning every day. Even if all families surveyed remained committed to this option, the remaining 5000 students within the district would still be too great a number to utilize classrooms on a daily basis and maintain the health and safety requirements recommended by the CDC.

MHS is committed to returning to teaching and learning using a blend of three approaches to meet student needs: in-person learning, hybrid learning, and remote learning. While the majority of students will participate in the hybrid model alternating between in-person learning and remote learning, families will also have the option to select a full-time virtual academy for their student. The virtual academy will provide synchronous and asynchronous learning opportunities. Students with high needs—such as those who cannot engage in remote learning due to their disability-related needs, those requiring sub-separate programming, emergent English learners and /or students who are homeless—will be eligible for full-time in-person learning.

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. *

| | In-person | Hybrid | Remote | N/A |
|-------------------|-----------------------|------------------------------------|-----------------------|-----------------------|
| Elementary School | <input type="radio"/> | <input checked="" type="radio"/> X | <input type="radio"/> | <input type="radio"/> |
| Middle School | <input type="radio"/> | X | <input type="radio"/> | <input type="radio"/> |
| High School | <input type="radio"/> | <input checked="" type="radio"/> X | <input type="radio"/> | <input type="radio"/> |

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 understand, please write those here:

MPS invites all students to return to learn in-person for 2020-2021; but, to promote the health, safety, and wellbeing of all it will be necessary to do so in small group cohorts of approximately 12 students. MPS will utilize a rotation model of week on / week off in-person learning accompanied by remote learning across PK-12. To ensure cleaning can be completed in preparation for the next cohort of students, on Fridays all high school students will learn remotely and elementary students will be dismissed at 11:00 a.m.

Part II

Provide a brief description of each of the three reentry scenarios:

1. In-person learning with new safety requirements
2. Hybrid learning
3. Remote learning

Each model must include support for High Needs students as defined here.

In-person Learning with New Safety Requirements

Malden Public Schools will offer full-time in-person learning for a small group of students requiring specialized supports. Students qualifying for in-person learning are described below:

- Students already identified as “high needs” through the Individualized Education Planning (IEP) process on the IEP form entitled “[Primary Disability/Level of Need-PL3.](#)”
Such students must meet at least two of these criteria:
 - Services provided outside of the general education classroom;
 - Service providers are special education teachers and related service providers;
 - Special education services constitute more than 75% of the student’s school day;
- Students who cannot engage in remote learning due to their disability-related needs;
- Students who primarily use aided and augmentative communication;
- Students who are homeless;
- Students in foster care or congregate care;
- Students whose parents/ caregivers report that they do not have access to a suitable learning space at home; and/or
- Students who are dually identified as English Learners, SEI Level I.

[Note: Students meeting the criteria above may opt-out to either the hybrid or remote learning models with parent/guardian approval.]

Each in-person classroom will accommodate up to 14 students with desks facing forward six feet apart. If tables are utilized in a classroom, students are to sit at opposite ends and the tables are to be six feet apart from one another. At the elementary level, students will stay in “classroom bubbles” throughout the day, and teachers will rotate to the students for exploratory offerings. At the high school, transitions will be limited to the extent possible and supported with unidirectional travel and the staggering release of students into the hallway.

Students will access core classes and exploratory courses in alignment with their peers participating in other models. The in-person learning instructional day will begin and end at the following times:

| Daily Schedule for In-Person Learning | | |
|---------------------------------------|---------------------|-----------------------|
| PK-6 | Mondays – Thursdays | 8:15 a.m. – 2:15 p.m. |
| | Fridays | 8:15 – 11:00 a.m. |
| 7-8 | Mondays – Thursdays | 7:45 a.m. – 2:20 p.m. |
| | Fridays | 7:45 – 11:00 a.m. |

| | | |
|------|---------------------|------------------------------------|
| 9-12 | Mondays – Thursdays | 8:15 a.m. – 2:40 p.m. |
| | Fridays | Asynchronous, independent learning |

While in-person learning will return the students to the school building, the experience of school will be changed to ensure the health, safety and wellbeing of the Malden school community. This includes, but is not limited to:

- Daily health screening will be required of families and staff prior to coming to school. Staff or students exhibiting any symptom of the COVID-19 virus are not to attend school.
- Assigned entrances and exits by grade level to each school building.
- Staff and students wearing personal protective equipment at all times, including masks over the mouth and nose.
- Lunches being delivered to and eaten in the elementary classrooms. At the high school, classroom groups will be assigned to particular spaces across the building for lunch.
- No off-site field trips are allowed.
- Recess being scheduled by classroom and students trained to physically distance themselves from one another.
- Lockers not being used.
- Disinfecting frequently touched surfaces during the school day and deep cleaning on Fridays. To support this effort, no in-person learning will be held at the high school on Fridays, and elementary schools will dismiss at 11:00 a.m. on Fridays.

Hybrid Learning

In 2020-2021, Malden Public Schools will utilize a hybrid learning model to maximize the instructional interactions between students, peers and teachers while prioritizing the health, safety and wellness of the community. While students will return to school for in-person learning every other week, the experience of school will be different to implement the required and necessary health and safety protocols. (See in-person learning for an overview of the student experience while on campus.) Students with Individualized Education Plans and students learning English are eligible for services and support through the hybrid learning model.

Implementing the hybrid model across MPS requires K-12 students to be divided into two cohorts: blue and gold. (Efforts will be made to have students from the same household in the same cohort.) The blue cohort will attend in-person learning one week, while the gold cohort participates in remote learning activities. The next week, the blue cohort participates in remote learning activities while the gold cohort attends in-person learning. Fridays require a change in schedule to ensure deep cleaning for the upcoming cohort. To meet this need, *all* students will dismiss at 11:00 a.m. and engage in asynchronous learning activities for the remainder of the day. Teachers will engage in district and school directed collaborative planning, professional development, and family communication activities.

The student’s daily schedule for the hybrid model is listed below:

Daily Schedule for Hybrid Learning Model

| Grades | Day | In—person learning | Remote learning |
|--------|-----------------------------|---|---|
| K-6 | Monday - Thursday Friday | 8:15 a.m. – 2:15 p.m. 8:15 a.m. – 11:00 a.m. | 8:15 a.m. – 2:15 p.m. 8:15 a.m. – 11:00 a.m. |
| 7-8 | Monday – Thursday Friday | 7:45 a.m. – 2:20 p.m. 7:45 a.m. – 11:00 a.m. | 7:45 a.m. – 2:20 p.m. 7:45 a.m. – 11:00 a.m. |
| 9-12 | Monday – Thursday Friday | 7:45 a.m. - 2:15 p.m. 7:45 a.m. - 11:00 am. | 7:45 a.m. - 2:15 p.m. 7:45 a.m. - 11:00 am. |

Instructional activities will be organized into two-week modules with one week directed by an in-person teacher and the second week completed by the student independently. During the remote learning week, tutorials and check-ins by certified staff will be offered to students daily. Students are required to participate in at least one synchronous activity daily to account for attendance. This option provides families with flexibility while also structuring needed supports for students. Small group or individual interventions may be scheduled synchronously between a staff member and a student(s) during asynchronous learning time. Student work, regardless of location completion, will be graded by and feedback provided by the assigned in-person teacher of record. A Chrome book, Internet connectivity, access to Google Classrooms and related training will be provided by MPS to students and families, as needed.

| Grades K-6 SAMPLE Hybrid Model (Mondays – Thursdays) | | |
|---|--|--|
| | In-Person Learning | Remote Learning |
| 8:15-8:45 | Morning circle (attendance, agenda review, social-emotional learning, sharing, etc.) | <i>Morning Circle Check-In</i> (attendance, agenda review, social-emotional learning, sharing, etc.) |
| 8:45-9:30 | Core instructional block #1 Literacy | <i>Literacy Check-In</i> |
| 9:30-10:15 | | Independent, asynchronous work and/or synchronous teacher-directed small groups |
| 10:15-11:00 | Core instructional block #2 Mathematics | <i>Mathematics Check-In</i> |
| 11:00-11:45 | | Independent, asynchronous work and/or synchronous teacher-directed small groups |
| 11:45-12:15 | Lunch | Lunch |
| 12:20-1:00 | Core instructional block #3 Science or Social Studies (alternating days or weeks) | <i>Science or Social Studies Check-In</i> |
| 1:00-1:45 | Exploratory | Exploratory - asynchronous learning activity |
| 1:45-2:15 | Closing Circle | <i>Closing Circle Check-In</i> |

| Grades K-6 Hybrid Model - FRIDAYS | | |
|--|--|--|
| | In-Person Learning | Remote Learning |
| 8:15-8:45 | Morning circle (attendance, agenda review, social-emotional learning, sharing, etc.) | <i>Morning Circle Check-In</i> (attendance, agenda review, social-emotional learning, sharing, etc.) |
| 8:45-9:30 | Core instructional block #1 Literacy | <i>Literacy Check-In</i> |
| 9:30-10:15 | | Independent, asynchronous learning and/or small groups |
| 10:15-10:45 | Social emotional learning | Social emotional learning Independent, asynchronous learning |
| 10:45-11:00 | Closing circle | <i>Closing Circle Check-In</i> |
| 11:00 - 2:15 | Dismissal with lunch Independent, asynchronous learning | Lunch Independent, asynchronous learning |

| Grades 7-8 SAMPLE Hybrid Model (Mondays – Thursdays) | | |
|--|----------------------------|--|
| <i>The daily schedule for grades 7-8 will include periods of English Language Arts, mathematics, social studies and science.</i> | | |
| | In-Person Learning | Remote Learning[^] |
| 7:45-8:00 | Morning Circle/Homeroom | Independent, asynchronous work and/or synchronous teacher-directed small groups |
| 8:00-9:00 | Core Instructional Block 1 | |
| 9:00-10:00 | Core Instructional Block 2 | 9:00-9:30 Math Check-in |
| 10:00-10:45 | Exploratory | Morning Circle/Homeroom |
| 10:45-11:15 | Lunch | Lunch |
| 11:15-12:15 | Core Instructional Block 3 | 11:30-12:00 ELA Check-in |
| 12:15-1:00 | Exploratory | 12:30-1:00 Science Check-in |
| 1:00-2:00 | Core Instructional Block 4 | 1:00-1:30 Social Studies Check-in |
| 2:00-2:20 | Closing Circle | Closing Circle Check-in |

Grades 7-8 SAMPLE Hybrid Model (Fridays)

Note: The periods will rotate in two-week cycles on Fridays.

| | In-Person Learning | Remote Learning [^] |
|-------------|--|---|
| 7:45-8:00 | Morning Circle / Homeroom | Independent, asynchronous learning and/or synchronous teacher-directed small groups 8:30 -9:00 ELA Check in 9:00 - 9:30 Math Check in 9:30-10:00 Social Studies Check-in 10:00-10:30 Science Check in |
| 8:00-8:55 | Core Instructional Block 1 | |
| 8:55-9:50 | Core Instructional Block 2 | |
| 9:50-10:45 | Core Instructional Block 3 | |
| 10:45-11:00 | Closing Circle | Morning Circle / Homeroom |
| 11:00-2:20 | Dismissal with lunch Independent, asynchronous learning | Independent, asynchronous learning |

Grades 9-12 SAMPLE Hybrid Model (Mondays – Thursdays)

Note: A six-day rotation to the basic schedule will be applied, allowing a different period to begin each day

| Time | In-person Learning | Remote Learning [^] |
|---------------|--------------------|--|
| 8:15 - 9:10 | Period 1 | <ul style="list-style-type: none"> Asynchronous, remote learning Daily Department Office Hours - opt-in Scheduled synchronous small group / individual supports |
| 9:15 - 10:10 | Period 2 | |
| 10:15 - 11:10 | Period 3 | House Check-Ins by grade |
| 11:10 - 12:00 | Lunch | Lunch |
| 12:00 - 12:50 | Period 4 | <ul style="list-style-type: none"> Asynchronous, remote learning Daily Department Office Hours - opt-in Scheduled synchronous small group / individual supports |
| 12:55 - 1:45 | Period 5 | |
| 1:50 - 2:40 | Period 6 | |

Grades 9-12 Hybrid Model - FRIDAYS

Note: The periods will rotate in two-week cycles on Fridays.

| | In-Person Learning | Remote Learning^ |
|-------------|--|--|
| 8:15-9:10 | Period 1 | <ul style="list-style-type: none">Asynchronous, remote learningDaily Department Office Hours - opt-inScheduled synchronous small group / individual supports |
| 9:15-10:10 | Period 2 | |
| 10:15-11:00 | Period 3 | House Check-Ins by grade |
| 11:00-2:40 | Dismissal with Lunch Independent, asynchronous learning | Lunch Independent, asynchronous learning |

Remote Learning / Virtual Learning Academy

Families and students may choose to enroll in the MPS Virtual Learning Academy, a fully online model of learning. Through this district-designed and district-run program, students engage in synchronous and asynchronous learning daily. The curriculum and lessons are aligned to grade-level state learning frameworks. Students will be provided with a Chrome book and Internet access, as needed. Paper materials for pre-kindergartners and kindergartners will be available for download at home or for pick-up by the family at the main office of each school on a weekly basis. Attendance will be taken for each core subject. To the extent possible, students will be grouped according to grade level and home school within the virtual academy.

The official school day for all K-8 students is 8:15 a.m. – 2:15 p.m. Differing morning circle times launch the synchronous portion of the K-8 program. An online MPS teacher leads core instructional blocks and exploratory activities for the entire class at given times throughout the day. Students also have time for independent, asynchronous work or synchronous small group work with teachers. It is anticipated that class size will average 25 -30 students.

The official school day for all 9-12 students is 8:15 a.m. – 2:45 p.m. High school students will be enrolled in six courses. Synchronous learning launches at 10:00 a.m. daily. Students will follow an alternating day schedule with synchronous instruction for blocks 1-3 on Day 1 and blocks 4-6 on Day 2. Attendance will be taken for each block. It is anticipated that class size will average 25-30 students. Office hours for tutorials and teacher support are available at the beginning and end of each day. While asynchronous activities are available at 8:15 a.m., students have the flexibility to complete the work at another time during the day.

English Learners are eligible for this learning model, if desired by the family and student. The goal during virtual learning is for English Learners students to continue to meet language progress benchmarks, moving at least one English Language Development level (ELD) as measured by ACCESS and WIDA Standards. While teachers will embed language development strategies and goals into all core classes, English as a Second Language (ESL) teachers will

provide additional support to students individually or in small groups according to proficiency levels. This service will vary from open office hours to 5 scheduled hours per week.

Students with Individualized Education Plans are also eligible for this learning model; however, MPS will maintain in-person services and instruction for IEP students, particularly those with complex and significant needs and preschool-aged students. Families may arrange for students to come to the school on a part-time scheduled basis for related therapies, social skills groups, or Applied Behavior Analysis (ABA) services. In-person services may be provided in the home or in community-based settings where feasible for students with significant and complex needs, if it is not possible to provide services in the school setting.

Families choosing the Virtual Academy model will be asked to complete registration by August **X** TBD 2020. Information sessions will be held **TBD**. Please note that an option to return to in-person learning or hybrid learning will be available by request at the quarter and semester breaks, pending available space in the physical classroom. Once the student is enrolled in the MPS Virtual Learning Academy, a change cannot be guaranteed throughout the school year. This model is designed specifically to respond to health and safety concerns in the community.

Virtual Academy Daily Schedules by Grade Level

Reminder: Attendance will be taken for the morning meeting and each core subject / block.

| Pre-K & K Students | |
|--------------------|--|
| 8:15-9:00 | Independent, asynchronous work |
| 9:00-9:30 | Morning circle (attendance, daily agenda review, share, etc.) <i>Launch of synchronous learning!</i> |
| 9:30-10:00 | Core 1 (Math or ELA) |
| 10:00-11:00 | Independent, asynchronous work and/or small group instruction |
| 11:30-12:00 | Exploratory (30 min sync on weekly rotation) |
| 12:00-12:30 | Lunch |
| 12:30-1:00 | Core 2 (Math or ELA) |
| 1:30-2:15 | Independent, asynchronous work and/or small group instruction |

| Grades 1-4 | |
|------------|--|
| 8:15-8:45 | Morning circle (attendance, daily agenda review, share, etc.) <i>Launch of synchronous learning!</i> |

| | |
|-------------|--|
| 8:45-9:30 | Core instruction block #1: English Language Arts |
| 9:30-10:15 | Independent, asynchronous work and/or small groups |
| 10:15-11:00 | Core instructional block # 2: Mathematics |
| 11:00-11:45 | Independent, asynchronous work and/or small groups |
| 11:45-12:15 | Lunch |
| 12:20-1:00 | Core instructional block #3: Science, 2 days; Social Studies, 2 days; Social-emotional learning – 1 day |
| 1:00-1:30 | Closing Circle |
| 1:30-2:15 | Independent, asynchronous work/Exploratory (Teacher office hour for parents 1x weekly) |

| Grades 5-8 | |
|------------------|--|
| 8:15-9:00 | Independent, asynchronous work /Exploratory |
| 9:00-9:30 | Morning circle (attendance, daily agenda review, share, etc.) <i>Launch of synchronous learning!</i> |
| 9:30-10:15 | Core 1 (Math, ELA, Science, or Social Studies) |
| 10:15-11:00 | Independent, asynchronous work and/or small groups |
| 11:00-11:45 | Core 2 (Math, ELA, Science, or Social Studies) |
| 11:45-12:15 | Lunch |
| 12:20-1:00 | Core 3 (Math, ELA, Science, or Social Studies) |
| 1:00 – 1:30 | Independent, asynchronous work and/or small groups |
| 1:30-2:15 | Core 4 (Math, ELA, Science, or Social Studies) |

| Grades 9-12 | | |
|-------------|--|--|
| Time | Day 1 | Day 2 |
| 8:15-10:00 | Independent, asynchronous work Office hours with teachers | Independent, asynchronous work Office hours with teachers |

| | | |
|-------------|--|--|
| 10:00-11:15 | Block 1 (attendance, morning meeting) <i>Launch of synchronous learning!</i> | Block 4 (attendance, morning meeting) <i>Launch of synchronous learning!</i> |
| 11:30-12:30 | Block 2 | Block 5 |
| 12:30-1:00 | Lunch | Lunch |
| 1:15-2:15 | Block 3 | Block 6 |
| 2:15-2:45 | Office hours with teachers Small group work Independent, asynchronous work | Office hours with teachers Small group work Independent, asynchronous work |