

Marshfield Moving Forward Safely

Frequently Asked Questions

September 21, 2020

Safety

What grades will be wearing masks?

Students in grades K-12 have to wear masks. Students in Pre-Kindergarten are strongly recommended to wear a mask.

Will students wear masks during lunch?

No. Students may take off their masks during lunch as all students will be distanced a minimum of six feet. They will wear their masks to and from lunch.

Will students wear masks on the bus or van?

Yes. All students who ride an MPSD bus or van must wear a mask.

Will all school levels have mask breaks?

Yes. Each school will establish protocols for mask breaks during the school day.

You have a number of inconsistencies in your plan with respect to the need to comply with DESE/CDC, Why are the younger students required to wear masks?

While the state noted that students in grades 2-12 had to wear masks at all times, they strongly encouraged students in PK-1 to also wear masks. Districts have the ability to exceed these recommendations for the lower level and we felt, based on standards already in place across the state and some of the feedback we were receiving, that it would be in the best interest of students and staff to have a consistent approach for all students in our seven schools. In addition, all of our students in grades PK-12 already need to wear a mask when riding a bus or van and the state requirement calls for all individuals two or above to wear masks when in public.

In the reopening plan, you state that at 3 feet, there can be 24 desks on average for each level. You then state that it is not safe or optimal, without further explanation. Why is it not safe? Why is it not optimal? Is there a distance between 3-6 feet that works? If the students are normally seated with no distance, why can't they learn 3 feet apart? Why can't a plastic barrier be put between side-by-side seats and put them closer together than 3 feet?

Six feet is the CDC recommended distance between seats and was the number we focused on when looking at what would help create a more effective and safe learning environment. While DESE noted that chairs could be as close 3, we felt that having them that close, with little room to use other parts of the class would create a less than optimal learning environment. In addition, with rooms having to be used as dining areas, and a mandatory 6 feet distance between those dinings, there would be no way to house upwards of 24 students in that setting, whether there was a barrier or not.

Metrics

How will you track and report the number of positive cases in the school so that families can know the direction of numbers?

DESE is not requiring school districts to track the number of positive cases in their respective schools. That will be done through the Massachusetts DPH and local Health Departments.

What metrics are required to return to full time learning in school with appropriate safety measures? How is that standard defined? What are the agreed upon health metrics referred to in the presentation?

As of now, there is not one state-determined metric that will be used to determine whether schools can shift from one model to the next. It is being worked on at the state level and as soon as that metric is determined, it will be shared out. We are in communication with the Marshfield Board of Health on a weekly basis. We will also continue to review data related to positivity rates, transmission rates, number of new cases both in Marshfield and in the Commonwealth.

Will the school track, trace, and record positive or presumed positive cases of COVID on an ongoing basis within the school, either as a percentage of the population or as a raw number? Whereas the State of Massachusetts has no mechanism in place right now to track and report on outbreaks in schools, it seems vitally important to know whether the methods and protocols in place to avoid infection and spread are working.

Schools in MA will not be tracing positive cases. We will handle them in adherence to the DESE protocols we have outlined in our report. All tracking and tracing will be handled by the DPH and local boards of health as they have been since the beginning of the pandemic..

What happens when a student is positive and other students need to get tested? Results can take up to 10 days, but students who can afford the rapid test (not covered by insurance) can have a result and be back in class much faster. This seems like an equity issue?

Please refer to DESE recommended protocols outlined in our Reopening Plan (pg. 31-36).

School Cleaning

What are cleaning protocols inside schools?

MPSD custodial staff will adhere to CDC-provided cleaning and disinfecting protocols that have been provided to all districts. They can be found in the District Plan (pg. 30)

Has there been work on the HVAC systems in preparation for the upcoming school year?

Yes. All HVAC systems in the district have undergone Preventative Maintenance (PM) throughout the summer and are regularly monitored to ensure they are working to their full capacity. In addition, the district will be undertaking an air quality assessment in the upcoming weeks of each of our schools.

Curriculum/Assessment

How will the amount and rigor of the curriculum be maintained?

As a district, we are committed to identifying essential curricular content, and supporting teachers in designing robust synchronous and asynchronous learning opportunities that strive for deep student learning. Teachers have participated in professional development this summer to focus on creating quality digital content. This professional development and collaboration will continue throughout the year.

How will students be assessed when they return to school to evaluate if they met curriculum standards from March - June, to ensure that material was mastered, and/or fill in the gaps so students can move forward and learn new material?

Some assessments may be administered at the beginning of the year as we have done in the past (example: elementary reading assessments). However, other assessments will be in the form of formative checks prior to the beginning of units rather than using large scale assessment data. This will allow teachers to determine what will need to be taught or reviewed before a particular unit. We want to ensure that we are teaching grade level standards and helping students reach those standards rather than only teaching content from prior grade levels. *“The typical approach to remediation—providing work better suited for earlier grades—won’t come close to catching students up and will likely compound the problem. In our recent study, The Opportunity Myth, 2 we found this approach of “meeting students where they are,” though well intentioned, practically guarantees they’ll lose more academic ground and reinforces misguided beliefs that some students can’t do grade-level work. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.”*

https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide.pdf

Plans/Models

Was a slower reintegration of students considered (starting fully remote and moving to hybrid)?

We considered multiple models and phase-in approaches. We feel that trying to have students face to face at the beginning of the year was important to assist with their transition back to school, to build community and relationships with teachers and classmates, and to assist them in learning safety protocols, school routines for face to face and online instruction, and guide them through what learning will look like for them as a student.

This will be a confusing start to school for students re: schedules and daily routines. Has it been considered that the initial start of school be fully outdoors in tents and on fields to build relationships needed for learning in classrooms?

Social-emotional learning, relationships, and community building will be our major focus during our initial return to school. There are many ways that this can happen, both in person and online. Our SEL task force has also been working to develop lessons and identify strategies teachers can use with their students in a variety of circumstances.

How was feedback solicited from parents?

We utilized the information from both the spring and summer surveys that were completed by families (over 3,000 responses) to assist us through this process. A number of the members of the Task Force groups are also MPSD parents. The feedback garnered from families and staff helped drive the District's professional development over the summer along with helping guide the work on the proposed plan.

Was an am / pm structure considered for other elementary students outside of preschool?

What is the rationale for a-k /l-z cohort split? Were other divisions considered such as street/bus route?

A number of options were considered, including options for structures and cohort placement. The benefits and barriers were discussed for each, and our recommendations are based on our analysis of all of the information.

If there are cases when a grade has a majority of kids in one half of the alphabet, would you allow the cohorts to have greatly uneven numbers?

While the current plan is based on setting up cohorts by alphabet, there may need to be some adjustments on a case by case basis to effectively balance a class or better address educational needs of students.

Is there recess at the elementary schools?

Yes. Recess will take place at elementary schools. Students will be monitored to ensure safe distancing.

Will teachers take attendance every class so we know the kids will be on the whole time?

Per DESE expectations, attendance will be taken.

Based upon your survey, 61% want a full return and 76% will send their children back. Why was hybrid selected/promoted in lieu of full return and the mandated remote option? Why did our kids know what the outcome of the vote would be weeks before the vote was taken?

Families and staff were surveyed as part of the planning process. The results of the survey were not the only piece of information used to determine which model to recommend. The hybrid model recommendation brought to the school committee was based in large part on the feasibility study done on the buildings, an assessment of the impact that physical distancing would have on an effective learning environment, areas of the school experience such as food services and transportation and the impact on them with physical distancing standards, a review of health metrics along with the data and feedback we received from stakeholders.

Why can't the auditorium, gym, or cafeteria be used to accommodate larger class sizes? Why can't a tent(s) or other temporary/portable structure be used to hold classes?

As noted in the plans, those alternative spaces may have to be used and we are planning to do so.

Hybrid Model

Can you speak to the rationale behind the proposed hybrid schedule? Many other districts are going Monday Fully Remote, T/Th Cohort A, W/F Cohort B.

The M/Tu (Cohort A), all remote Wednesday, Th/F (Cohort B) was selected after much consideration of various models. Having the opportunity to work with students back to back in buildings for two days provided some continuity in learning and routine. In addition, this model allows for a significant break between the presence of two different cohorts of students for more cleaning of the buildings.

What are we doing for all of the Monday holidays? If my kids attend in person on Monday and Tuesday, how will those days be made up?

Because of the hybrid model and the availability of content both synchronously and asynchronously, students will not miss content. We also calculated the number of holidays for the A cohort and B cohort, and it was almost evenly distributed, so face to face time will be similar for both cohorts.

How mandatory will synchronous learning opportunities be?

This may depend on the student and situation. There could be an instance where a teacher believes additional help via a lab or a synchronous session is necessary so would want to require attendance. However, due to personal circumstances, some students may not be able to attend all synchronous sessions. A parent or guardian will want to communicate this with the teacher so they can develop the best plan for that student.

What research and resources were used in developing the district plan?

A combination of both synchronous and asynchronous learning provides a well rounded opportunity for students to engage with teachers and content to learn in multiple ways. Providing a blended model also ensures equity and access as not all students are able (due to family obligations, technology and internet access) to access synchronous sessions. Some of the research and resources regarding blended and hybrid learning, synchronous and asynchronous instruction, and the importance of teacher collaboration in a hybrid model include:

Source: <https://alwaysreadyforlearning.org/parabola-project>

Source: <https://cft.vanderbilt.edu/guides-sub-pages/blended-and-online-learning/>

Source: *Smith, Nigel. (2013) Face-to-face vs. Blended Learning: Effects on Secondary Students' Perceptions and Performance. Procedia - Social and Behavioral Sciences. 89. 79-83. 10.1016/j.sbspro.2013.08.813.*

Source: *USDOE: Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies (Revised 2010)*

Source:

<https://www.philanthropyroundtable.org/philanthropy-magazine/article/spring-2013-blending-upending>

Source: <https://www.edutopia.org/article/why-are-some-kids-thriving-during-remote-learning>

Source:

<https://katielmartin.com/2020/07/26/how-can-we-make-the-most-of-synchronous-and-asynchronous-time-in-distance-learning/>

Another resource for information on hybrid learning can be found here: [Hybrid Learning 101](#)

What are some of the technology tools that will be used?

Tools that will be used include but are not limited to:

- Canvas
- GSuite (Docs, Slides, Sheets, Keep, Drawing, Forms, Jamboard)
- PearDeck
- Flipgrid
- EdPuzzle
- Screencastify
- enVision (elementary Math)
- Journeys (elementary ELA)

Do we know if teachers are going to use Zoom or Google Meet?

Zoom, Google Meet and Big Blue Button, enterprise versions, are all currently being evaluated to select the product that best matches our needs for the coming year.

Can students opt out of the Hybrid model (if approved) and choose to work remotely?

If the hybrid model is approved, all students will be able to access the district's hybrid learning program. If a student cannot take part in the hybrid model and prefers to opt into a remote program they will be able to do so. The format of that program is still being finalized. Based on the number of students choosing to opt for a remote alternative, the district may need to provide remote learning through a DESE-approved program, with oversight provided by MPSD staff. The preliminary expectation is that a student would remain in their respective program through the end of term two. We may have to alter this plan based on information from the state or changing health metrics. This plan will be finalized within the next two weeks.

Was the option explored that Cohort B at home sees Cohort A in class? Can students at home be included in synchronous classes (live stream)?

MPSD does not have the bandwidth, technology (audio & video recording equipment) and support staff to livestream from each classroom. In addition, this would require obtaining permission from everyone in the physical classroom to allow for streaming. Pedagogically, it is not a best practice to have students at home simply observing what is happening in the classroom. This is a passive activity, and not one where students are actively learning, which is what we are striving for through the use of the hybrid model.

During remote access to in school learning, will classmates be able to see each other?

Students may be able to see one another during synchronous learning times when using the district's video conferencing tool. However, they will also be able to engage in digital asynchronous learning activities where they can interact with each other. For example, students can have asynchronous video discussions using Flipgrid and Canvas Discussion Boards. Students in class and outside of class can collaborate on Google Docs and Slides in real time while some students are at school and some are home.

How will younger students access asynchronous learning since they cannot self guide?

Asynchronous content will be designed with an emphasis on teacher created videos and screencasts to provide mini-lessons and directions at the start. Content will be organized in modules so students can move from a video to a task. As in school, learning experiences will be designed to be developmentally appropriate in terms of time for students at each grade level. Through using a select set of tools that can be used in a variety of ways, students will be supported to build skill with those tools to foster as much independence as possible so they can focus on learning and not the technology tools.

How will that work for children who cannot read and manage the Canvas learning on their own?

The hybrid model will allow for modeling, practice and support in face-to-face environments to introduce students to the virtual extension of their classroom housed in Canvas. There are features within Canvas that allow for the inclusion of audio and video content to guide students through learning activities.

Will there be specials such as art/music?

Yes, students will have specials both in person and online. The model we hope to adopt includes three week rotations for elementary students. This model ensures that our specialist teachers are not exposed to the entire school community and enables our students to engage with content and equipment/materials to the fullest extent in a safe and meaningful way during hybrid learning.

When will teachers have breaks (schedule seems back-to-back)?

The schedules shared are student schedules. Plans have been outlined for teacher schedules and include teacher breaks, prep times and lunch.

What time would hybrid in school classes start for middle/high school?

The school day is planned to begin at regularly scheduled start times.

Will middle/high school students move from class to class? How will that be managed?

Although we will try to limit it as much as possible, there will be movement. When students do travel, there may be increased or varied passing times, one-directional hallways, and monitoring of passing times to ensure safety protocols are followed.

According to the governor, masks must be worn when social distancing can not be maintained. Will the students be allowed to play normally at recess if they wear masks? How will gym class be handled?

Students will be able to take part in recess. Physical Education will take place and as of right now, per state standards that are outlined in our reopening plan. Activities will predominantly be outside and they will be designed to avoid close physical contact. Per state protocols, PE activities without masks could take place outside if students are distanced a minimum of 10 feet. PE Activities outside or inside can occur with students distanced at a minimum of six feet if they are masked.

How will classes like band, orchestra, chorus, theatre, and tech ed be handled? Will there be sports? Field trips? Prom? etc?

The state has handed down protocols to address physical education, band and chorus and they are noted in the district's reopening plan. Plans in each building to address these protocols are being finalized but much of what we have done in these areas will need to take place outside, when feasible.

Regarding sports, districts across the state are awaiting a final determination from the Commissioner's office on whether athletics will be able to take place. We hope to hear within the next week on what we may be able to do on this front.

Right now, field trips are postponed, but we will continue to look into that possibility, especially for local trips as the school year progresses. As of right now, there is no determination on other after-school activities and/or events such as proms or other social events. We will share that info when we get more guidance from the state.

Remote Model

In the K-5 remote learning schedule, lunch is not indicated.

While live sessions require students to be on the computer and connected to a live session at a specific time, asynchronous activities can be completed at a schedule that works best for each family. As our schedule includes a combination of both, families can build in breaks and lunch so they are conducive to family schedules and students' needs. We will supply suggested schedules for families who wish to see ideas for structuring remote days for their families.

**The District will continue to meet the needs of those families who may need to access food services during the time when they are not in school (either in Hybrid or Full-Remote) as we did in the spring. We are working on plans to coordinate this effort with the Marshfield Boys & Girls Club.

Will there be flexibility in timing of remote learning?

Yes, by offering a blend of synchronous and asynchronous learning experiences, students can be flexible in when they access and engage with asynchronous content. We recognize during these times that many families cannot follow a traditional school schedule and feel confident that this model allows for the flexibility to support all students in successfully continuing their learning.

How will we all do a remote first day if they don't understand what to do?

Our plan for the first week of school is to plan for a mini-rotation so all students can meet their teachers, see their classrooms and schedules and get acclimated to the hybrid model.

Special Education

When will families receive clarification on when IEP services will be scheduled throughout the week?

All students will receive the services documented on their IEPs. Given the circumstances caused by COVID 19, it may be necessary to modify **how and where** the services are provided. Prior to the start of the school year for students, each family will be contacted by their child's special education case manager. During this call, the case manager will describe how the special education team is proposing to provide the "specially designed instruction" the student needs to access the curriculum. These services will be documented on a Notice of FAPE form. Based on input provided by the parent/guardian, the Notice of FAPE can and will be modified, as appropriate. Once the Notice of FAPE is finalized, the student's special education teacher and/or related service providers will develop a specific weekly schedule and communicate it to the family in writing prior to the start of school.

If a student has not been deemed "high risk" on PL3 form of IEP but they floundered with independent learning in the spring, how will we assure that their individualized learning will be fully implemented especially during remote days with no face to face time with special educators?

For students on IEPs and 504s, will parents be able to request more facetime with teachers to address needs that aren't being met in terms of them not being able to teach themselves?

Response to the two questions above:

Prior to the start of the school year for students, each family will be contacted by their child's special education case manager. During this call, the case manager will describe how the special education team is proposing to provide the "specially designed instruction" the student requires to access the curriculum. Data from a variety of sources, including the degree to which the student was able to access remote learning in the spring, along with input from parents/guardians, will be used to inform the student's Notice of FAPE. Increased supervision/support from support staff members, i.e., tutors, SESP's and ESP's, is an option for the Notice of FAPE and will be individually considered and provided to each SWD and/or "High Needs". Once the Notice of FAPE is finalized, the student's special education teacher and/or related service providers will develop a specific weekly schedule and communicate it to the family in writing prior to the start of school.

Will special education service students on remote days?

Yes, special education teachers and related service providers will provide both in-person and remote services per students' IEPs. Specific plans will be individualized for SWD and/or "High Needs" and documented on a Notice of FAPE. Special education case managers will provide a specific weekly schedule of services and provide a copy in writing to each family prior to the start of school for students.

For families who opt in for fully remote, if the state option is chosen, how will IEP, social, and social emotional services be fulfilled?

For families that opt remote, but are using an "outside curriculum" if that is, indeed, what MSPD decides upon, how will IEPs be affected by that hybrid of curricula? How will delivery of the IEP be implemented?

Response to the two questions above:

All students will receive the services on their IEPs either in-person or remotely. The special education team for each student will propose what they believe is the most effective way to ensure that each individual student can access the **instruction and services, per their IEP** and document it on a Notice of FAPE. The proposal will be discussed with parents/guardians during a call with the case manager and/or related service provider (s), as appropriate prior to the start of school. The proposed Notice of FAPE can and will be amended based on feedback from parents/ guardians, as appropriate. This process will occur regardless of the overall model of learning a family chooses. Once a Notice of FAPE is determined, case managers/ related service providers will provide a written weekly schedule of services that is individualized for each student.

Please provide the "Notice of FAPE" link.

[Notice of FAPE](#)

How will assessments and evaluations be handled with respect to IEP's since the students have not been in school since March?

All initial evaluation and reevaluations will be completed by school-based evaluation teams in the most timely manner possible. If the District is able to ensure a safe testing environment (preferably outdoors) with all safety precautions and PPE in place, and the specific evaluators are available, it is possible that some evaluations may be conducted prior to the start of the school year. Each school-based evaluation team is aware of all students who require evaluations.

Students will be prioritized for evaluation according to the following circumstances:

- Evaluations that are necessary due to a student experiencing significant difficulty and/or new areas of concerns resulting from the circumstances surrounding school closures
- Evaluations that were in progress when schools closed in March
- Initial and reevaluations that came due and were postponed during school closure due to the district's inability to administer assessments that would yield valid and reliable results given the safety protocols necessary due to COVID 19.

Depending on the types of evaluation required, evaluators may recommend conducting an evaluation remotely or in-person, following all safety protocols. The specific plan for evaluating each student will be individualized and developed in collaboration with the family.

Other Questions

You state that it will be a challenge to provide transportation to 4,000 students. How many of the students require transportation at each level? Have you considered bus sign ups/fees? Can parents volunteer to drop-off and opt out of the bus? Why can't students walk to school?

We've noted that those seeking transportation will have to sign up so we can plan accordingly. We currently do not have a fee structure in place but the SC has been looking into that possibility. Due to the changes that came about on March 12, the work being done on looking into transportation restructuring was put on hold. At this time, it may not be practical to impose a user fee on transportation, though we have noted that due to the circumstances, we may have to limit some transportation to the state mandated requirements of students in K-6 who live beyond two miles from their school.

We are trying to get our kids away from the tv/video games and off of the couch. Why does the Fully In Person model mostly reference on-line/computer based activities?

Our fully in-person model does not call for mostly online, computer based activities. Students in that model would be in class, receiving instruction the way they typically would from their teacher. In the remote portion of the hybrid model as well as in the fully remote model, students will interact with their faculty and receive synchronous instruction that would take place with the support of student laptops, our Canvas learning management system and one of the video streaming programs (Google Meet, Zoom, etc...). This would allow students and their teachers to see each other as they work on parts of the curriculum while at home. We also have to be prepared to pivot among remote, hybrid, and in-person, so teachers need to be building lessons within Canvas and preparing students for those possibilities even if we are in person.

Since the schools will not be at full capacity, will you be reducing staff?

While in the hybrid model, approximately half of our students will not be in the building, all our students will be learning either in person or through a remote model and thus, we need our entire staff to make it work.

Will the district be providing WiFi hotspots, computers/peripherals/consumables to the students for the days when students are at home? Will the district provide an at home tutor for my child who does not learn well remotely?

The district has put plans in place to ensure that students in K-12 will have access to a laptop computer. While the district is not providing wifi hotspots, the town has communicated that Comcast will be able to offer free internet service for two months through the end of December. If a family feels their child needs additional support they should contact the office of our Director of Special Education so they can look into what services the child may qualify for.

What is the plan to deal with the negative effects associated with the reduced social interaction with peers, etc?

The Social-Emotional well being of our students (and staff) is figured into our reopening plan. We understand the need for our students to be in contact with their peers and that was figured into our thought process as we reviewed all three learning environments. In the reopening plan, the district's "Social Emotional Roadmap" lays out some of the steps by which we hope to address those SEL

needs of our students whether we are remote, hybrid, or in person. In the hybrid model, having students in for at least two days a week will help to provide social interaction experiences for students, but we understand that it is not the same as if they were together five days a week. This is an area that districts across the Commonwealth are struggling with and we will continue to monitor this area as we move forward.

Additional FAQs - 8.20.20

What are the actual start times for students in the hybrid model?

Start times for students will be 9:00 at DWS, GWS, and EWS, with the end of the day being 3:00. The day for MES and SRS students will begin at 9:30 and end at 3:30.

FBMS students will start at 7:55 and MHS students will start at 7:15, and the length of the day at both schools will be as usual.

What will the Alternative Remote model look like for students who will not be attending in person via the full return or hybrid models?

In addition to the three plans (fully in person, fully remote, and hybrid), MPSD also submitted an option for families (K-12) who do not want to have their children take part in either the hybrid or fully in-person models. In order to address this need for families, we have developed an "alternative remote" option. These students will not attend school in person, but will participate in both synchronous and asynchronous learning opportunities following a similar schedule to our fully remote model.

Elementary (K-5) students in the alternative remote model will be placed in a grade level cohort with others from the same grade from across all five elementary schools. This will entail a combination of synchronous and asynchronous learning. Depending on which staff cannot be present in person for instruction, it may or may not be a teacher from their home school or grade level; it could be a grade level teacher from a different elementary school. This alternative remote schedule will not have specialists figured into it at the start. This may change based on staffing availability/scheduling.

Students in grades 6-12 will be taught/supported remotely by MPSD teachers for Social Studies, Math, Science, English and World Language. This will entail a combination of synchronous and asynchronous learning. Based on the range of courses/levels that may be needed, FBMS and MHS may have to utilize a DESE-approved online platform to help augment a student's schedule. This alternative remote schedule will not have specialists figured into it at the start. This may change based on staffing availability/scheduling.

Based on the evaluation of the plan and availability of staff, this model may be modified to better meet the needs of the students. The MPSD teacher leading the grade/subject specific cohort will be the teacher of record for that cohort even if the district were to move to a fully remote model later in the year.

How long would students be committed to the Alternative Remote model?

Students who are in the alternative remote model would be in this cohort for at least the first semester (approximately January 20) to help foster strong connections with both the cohort teacher and fellow students, as well as to provide consistency in learning. If the entire district moves to a fully remote model at some point, please note that the students who were in this alternative remote cohort would remain with their alternative remote assigned teacher even during the district-wide fully remote period.

Can students move between the Alternative Remote and Hybrid models?

If parents request to move into the alternative remote at some point, then those students would be assigned to that cohort for the remainder of a full semester. If a student is placed in the alternative remote model and the district moves to fully remote, even at the beginning of the year, the students would remain in the alternative remote cohort because the goal is to return to in-person learning as soon as possible for the students in the hybrid model.

Parents may opt into the alternative remote plan, but the plan depends on the availability of MPSD staffing, so if students move from hybrid to the alternative remote plan after the school starts and we have all students and staff in place, we can't guarantee that it would be MPSD staff. If numbers increase drastically, then we may have to look at different options for running that model because we would not have enough staff to support it.

Additional FAQs - 9.20.20

Other districts have prioritized K/1 by having them in-person more often. Is there a timeline or plan to get the youngest learners, who cannot be independent at home (or have the academic skills to access learning) to school for in person learning more consistently than two days?

Our goal is to have all students return to school full-time as soon as it is deemed safe to do so. We may start with elementary students sooner than middle or high school students if we feel it is safe.

How will students be graded? Will it be equitable remote versus hybrid?

All students will be graded on their completed work, participation, engagement, and assessments administered by the teacher, whether it be in the hybrid or alternative remote model.

Instead of a Florida-based content, why not have the remote students follow a curriculum that duplicates one of the hybrid programs from the corresponding grade, and just have it administered by the remote-dedicated teachers? in other words: use the Marshfield-originated content we already have. One example would be a long-term sub following existing content.

Content delivered via the hybrid model will include a combination of face-to-face instruction and online instruction. If the hybrid materials were shared with the fully remote students there would be gaps in content. In efforts to provide a comprehensive, continuous and rigorous curriculum designed for fully online format, using FLVS is our best option. FLVS follows the Massachusetts State Frameworks, is approved by the MA Department of Elementary &

Secondary Education, and consists of lessons, activities, and assessments thoroughly vetted to engage and support fully remote learners.

What happens to remote students being disrupted by hybrid students joining their class?

If a student in the hybrid model needs to move to the alternative remote model, the teacher for that grade level will welcome them and get them acclimated to the new cohort. The students who are already remote will continue on their own learning path as before.

Full-remote question (secondary): can someone explain what the content originating in Florida will be, and how it will align (or not) with what the Hybrid model is receiving?

The content from FLVS aligns with the Massachusetts State Frameworks, so the students will be learning the same skills and information. The teachers in the alternative remote program will also be collaborating and connecting at least weekly with their fellow teachers working within the hybrid model to discuss what students are learning.

What are the credit requirements for high school students? Do remote students receive fewer credits than hybrid students?

Each class taken in the remote model will receive the same amount of credit that they would receive in taking a hybrid class. Those classes will also be leveled at College Placement, Honors or AP, based on the level a student would have taken in the hybrid model.

The credit requirements for high school students remain the same. Alternative remote students will only be taking their content courses in English, Math, Science, Social Studies, and World Language. Students will be able to take additional credits in subsequent terms when they are able to attend courses in person. While most of our students graduate with more than the necessary credits, we will work with students to ensure they continue to earn the number of credits needed to graduate.

How do you plan to make remote students comfortable? How will you connect the remote student cohort?

Teachers in the remote program will focus on building community and routines at the beginning of the school year as if they were a class in person. They will continue to build relationships as the school year continues. A weekly schedule will include grade level meetings with the entire cohort, as well times to connect with small groups and/or individual students.

What is the max capacity for the Remote Academy?

We do not have a maximum capacity for the alternative remote program. If parents feel this is the best option for their child, they will be accommodated.

Can a student move from remote to hybrid?

The expectation is that a student would remain in the alternative remote model for the first semester. We are continuing to assess this model and if there are changes to this timeframe, they will be communicated out to those taking part in this model.

What are the DESE regulations/protocols for attendance this year with the hybrid model?

DESE expects schools to adhere to traditional attendance expectations. There are 10 fewer days (170) but the expectation is for students to be in attendance for the learning model in which they are participating.

How can elementary students stay connected to peers if they will not see them at lunch or recess?

Elementary students in the hybrid model will have lunch and recess with their peers, following the safety protocols in place. Students have already been interacting with their peers in this setting, while working to adhere to the designated physical distancing expectations.

Has there been determination of what metric will be used to push the school(s) to full remote - and would that be at a school or district level?

The state has not selected a single metric. They've encouraged districts to review a number of them, over a period of time to ensure it is not just a singular deviation from the norm. We will closely follow all data that is collected and shared by the Department of Public Health with cities and towns. This includes, but is not limited to, total number of positive cases, average daily incident rates per 100,000, positivity rate, new cases over a two week period.

What is the district's threshold for taking hybrid students to remote if an infection occurs? Is it one student infection or 5 or 10?

The state has recommended that if the average daily incident rate per 100,000 is greater than 8, then that community is deemed "Red" and the district should consider moving to a fully remote model.

Have you addressed traffic safety officers for the massive traffic jam of parents dropping kids off at the school?

Each school has created a traffic flow plan in conjunction with the Marshfield Police. The plans are being reviewed daily and revisions are being made to alleviate some of the traffic. We are only a few days in, but each day has seen marked improvement.

Why hasn't there been much content area instruction yet?

As a district, we are committed to focusing on students' social-emotional health and well-being, and are prioritizing that above anything else right now for all of our students. Not only have students been out of school for six months, many of them are anxious right now and are unfamiliar with the virtual environment and the type of learning we are going to be doing. They also have new teachers, unlike the spring where teachers and students already knew one another. We want to engage the students, build relationships, and make them feel connected. Teachers will also be working with students on the technology tools that will be used, how Canvas operates, as well as on ways to best study and work remotely. Some of these activities happen each year, even when we are in person, but some will be new due to the nature of the hybrid and remote models of learning.

*We will continue to add to this list as needed