

Haverhill Public Schools

DRAFT DESE Mandated Preliminary3 Model Reopening Plan 2020

On June 25, 2020, the Department of Elementary and Secondary Education (DESE) released [initial guidance](#) for school reopening that prioritizes getting students and staff safely back to school in person, following a comprehensive set of health and safety requirements. Through this guidance, DESE required schools to create a plan that includes three models:

- 1) in-person learning with new safety requirements;
- 2) a hybrid of in-person and remote learning; and
- 3) remote learning.

DESE has provided districts with an overview of the two-step process for reopening plan submissions and the online form for preliminary plan summaries due July 31.

[Overview of Two-Step Process for District Reopening Plan Submissions](#)

Districts will submit their reopening plans to DESE through a two-step process:

- **Step 1: By July 31**, districts must complete and submit a *preliminary reopening plan summary* to DESE. Districts will fill out an [online form](#) that consists of two parts, which are outlined below and detailed later in this document. This form will allow DESE to collect key summary information about districts' reopening models and other planning considerations.
 - **Part I** asks for the district's contact information, key findings from the district's feasibility study on in-person learning, and the district's preliminary thinking about which of the three reopening models it may use to open the school year this fall.
 - **Part II** asks the district to provide a brief description of each of the three reopening models districts have been asked to develop: 1) in-person learning with new safety requirements, 2) hybrid learning, and 3) remote learning. [Each model must include support for High Needs students as defined here.](#)
- **Step 2: By August 10**, districts must finalize their *comprehensive plan documents*, submit them to DESE, and release them publicly to their communities. This additional time will provide districts with an opportunity to incorporate any desired changes based on additional guidance DESE may release later in July, such as guidance on transportation and athletics. [We strongly recommend that you work with your school committee \(or equivalent board\) on policy questions relevant to the final plan before submission.](#)

Below is a draft of Haverhill's present thinking around Step 1 a final draft is due to DESE by July 31, 2020.

Part 1

Key findings from DESE required in-person learning feasibility study and implications for the fall 2020 student learning model?

Haverhill Public Schools has spent several months looking deeply into the difficult realities of back-to-school 2020. We have established three work groups:

- Operations
- Academics
- Social Emotional Supports

Each group has been charged with operating under a solution-focused approach to back-to-school 2020. Our collective goal is to return as many students to full-time in-person learning as possible while maintaining strict adherence to state/local orders and to the guidance provided by DESE, the Centers for Disease Control and Prevention (CDC) and other respected agencies regarding eligibility to return and recommendations for doing so. We are acutely aware of the fluctuating level of COVID-19, the comfort of our parents and employees, and of our operational ability to effectively manage the massive changes required to maintain health and safety.

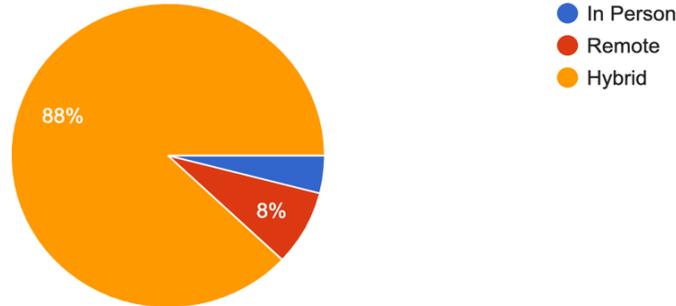
Knowing that even pre-COVID, overcrowding and aging schools were an issue in Haverhill, it was quickly apparent to our feasibility study teams that six feet of social distancing (SD) would be impossible to achieve in our buildings with all 8200 students attending simultaneously. With the revised DESE guidance of three feet of SD, from a purely mathematical standpoint the space issue could be resolved. However, the reality of day-to-day school operations and the lack of predictability of children bring cause for concern about the ability to maintain even three feet SD in a full-in person model. In particular concerns have arisen about transport to and from school, school arrival and departure, lunch, recess, passing times, specials such as art, music, PE.

A late July survey regarding Back to School 2020 was sent to our 8200 families and yielded 3040 responses. The question **“Given the present (DESE) guidelines and assuming appropriate safety measures are in place, which option would you choose for the return to school in September?”** clearly demonstrated the different places our families are in regarding the upcoming school year, with preferences split almost evenly at 1/3 full in-person, 1/3 full - remote, and 1/3 hybrid. Conversely, at the conclusion of the 2-day HPS Return-to-School 2020 Workshop, in which members of our reentry teams joined parents and school leaders, the 25

participants responded quite differently to a similar question:

After talking about the three plans for reentry, which do you think would be most feasible?

25 responses



Part 2: DESE Required Reopening Options

DESE required Model 1: In-person

Summary of HPS proposal for how students would return to full-time in-person learning.

The HPS leadership team feels strongly that in-person learning is the most effective method of teaching and learning available however, given our finite staffing and limited physical plant resources, HPS would be forced to return at closer to the three-foot SD recommendations offered by MA DESE than the six-foot recommendations offered by CDC and others. To support three-foot SD all student’s pre-K to 12 would need to wear masks, a more restrictive option than the six-foot no mask DESE allowance for pre-K to grade 2. HPS parent survey results indicate that 10-20 percent of families plan to opt-out of in-person learning, potentially allowing SD to rise to a mean of four feet. The large number of opt-outs would require a Remote Learning Academy, with opt-in option for students without medical needs.

HPS proposes that that Wednesdays be a remote learning day for in-person learners, allowing:

- deep cleaning of the school mid-week
- ease of potential pivoting between in-person and remote learning, if needed
- learning of on-line instructional tools in a time when in-person instruction is available
- teacher PD on remote instruction, new protocols and other important topics
- in-person supports for remote learners as needed and wanted

In-person Student Schedules					
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person Learners	In-person	In-person	Remote	In-person	In-person
Remote Learning Academy	Remote	Remote	In-person	Remote	Remote

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There are both benefits to and implications of HPS opening with a full-time in-person learning model. Benefits include:

- All students receive in-person instruction and social emotional supports daily
- All students have routine opportunities for peers and social interactions
- Equity issues and learning gaps caused or widened by the pandemic can be lessened
- Families can return to work and more typical routines
- Staff with students in HPS would be able to return to work more easily
- More direct access to food, supports and oversight

Given the imperative and expansive health and safety modifications needed to feed, transport and educate 8200 students in 15 locations daily the full in-person model would require substantial alterations to school operations. Changes will impact learning, scheduling, operational protocols, and facilities usage. A sampling of the most impactful implications includes:

- 6000 children ride HPS buses daily. Following DESE guidance our buses will run at 33% capacity or 2000 students per day. This will require triple the bus fleet to operate at present levels of service. This would be extremely expensive, if we were able to locate the buses and drivers.
- Students must remove masks to eat, this requires increased SD, limiting cafeteria capacity and requiring more lunch waves or alternate eating spaces, causing:
 - Reduced teaching and learning time
 - Increased need for custodial services
 - Increased hours for food services and noon supervisors
 - Purchase of food carts, trash barrels, tents/picnic tables for outdoor eating
 - Impact on pest control
 - Heighten concern for allergy considerations
- Our custodial and maintenance teams will clean our facilities on a daily basis using industry standard COVID-19 cleaning procedures. This cleaning must occur across the school day. With average building size of 600-800 students, the care and cleaning of high touch surfaces and bathrooms would likely require a significant increase in custodial support.

DESE required Model 2: Hybrid

Summary of HPS proposal for how students would return to school through a hybrid learning model.

Following the CDC guidance of 6-foot SD HPS can reopen in a hybrid model of in-person and remote learning. We would propose a 4-cohort model in which all students have daily structured learning.

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HYBRID LEARNING MODEL				
	Cohort A	Cohort B	High Needs Students	Remote Learning Academy
Monday	In-person	Remote	In-person	Remote
Tuesday	In-person	Remote	In-person	Remote
Wednesday	Remote	Remote	Remote	In-person
Thursday	Remote	In-person	In-person	Remote
Friday	Remote	In-person	In-person	Remote

In Cohort A and a Cohort B, typical classrooms would be divided into 2 cohorts. The classroom teacher would offer a consistent daily learning structure which could be accessed in school or at home via Google meets and other on-line learning tools. The teacher would plan for 5 days per week, teaching Cohort A in-person, while supporting Cohort B remotely.

Cohort C will be made up of our High Need Students. This cohort will initially include our students with disabilities in substantially separate learning environments, our Level One and Two English Learners, there will be opportunities to participate with peers as safe and appropriate. As we roll into the school year would hope to expand Cohort C to include other high needs groups such as those students falling into the lowest quartile and/or students in grade K, 1, 2.

Cohort D will be made up of our 10-20 percent of students that either require or choose to attend the Remote Learning Academy.

We see the Wednesday remote learning day as pivotal during this time of flux, the day would include increased student usage of our remote learning tools and on-line platforms, offering insights in to the proficiency of use of these platforms for teachers, students and families at a time when staff are able to follow-up with in-person support and guidance. We propose that Wednesday be largely reserved for deep cleaning of the buildings between cohorts of students. However, we would like to take advantage of this time of greatly reduced building occupancy to support students engaged in the Remote Learning Academy to come to the buildings for materials, tutorials, related services and counseling/social-work supports in an organized and scheduled manner that works for the school and the individual student. Teachers without health restrictions would report to the buildings on these days for remote teaching, professional development, common planning, and potentially tutoring of our neediest students from all cohorts. It should be noted that our Moody preschool will need to apply for a waiver to limit participation to students with disabilities only and the schedule for preschoolers will vary due to unique programming needs.

We have engaged in conversations with our local not-for-profit partner agencies such as the Boys & Girls Club and the YMCA to support students during remote learning times. They are excited to support the efforts and have offered to move beyond child care into educational supports and tutoring, However, there are again there are a clear and pressing set of benefits and implications

Benefits:

- 6-foot spacing meets the CDC recommended guidelines
- Hybrid supports more agile transitions between remote and in-person learning allowing for more continuous/uninterrupted school year
- Model lessens transportation costs and worries
- Schedules and operations can to operate more closely to normal and within the established safety guidance

Implications:

- Highly disruptive to family routines, working parents and childcare
- Scheduling cohorts of students for learning, clubs, sports and activities will add potential burden to families and schools
- Remote learning has been a challenge for many and requires ongoing support for teachers, students and families. This will require time, resources, and professional development to align in the goal of seamless delivery
- Teachers would be responsible simultaneously for the learning of the cohort of student in front of them and for the cohort of students at home remote learning
- Access to school lunch and breakfast for remote learners will need to be problem-solved
- This is complex and essentially requires offering all three models of schooling simultaneously, it requires an investment in each model in terms of staffing, PD and technology/equipment

**DESE required Model 3: Remote
Summary of HPS proposal for how students would return to school through remote learning as the default model of instruction for all students.**

HPS is proposing 2 models of remote learning. A Remote Learning Academy (RLA), which we expect to support up to 800 students. These students include those who cannot return in-person due to documented medical issues (for themselves or a family-member) and an opt-in model for students who can demonstrate the commitment and ability to effectively engage in remote learning. To support consistency and quality for those attending, the Academy will require committed attendance for at least the semester. RLA students will remain assigned to their school of origin but will be assigned to a grade level remote learning classroom community that will include students from various schools across the district. In the event of a district shut-down the RLA will be fully remote.

A second remote model will be available to students in the event of future classroom or school closures due to COVID-19. In this model students in Cohort A, B and C would remain with their existing class community with their assigned teacher and the classroom would roll into full five day per week remote learning mode. The daily schedule would have limited variance from the hybrid schedule and students would be well versed in the online learning tools from exposure

and usage instruction during the hybrid experience. Under this plan, faculty and staff would report to their school buildings and conduct remote teaching from their classrooms or offices as long as allowed by the state health officials. ESPs would support and SEL staff would do same. The situation will dictate in this model and we will have the ability to move along the reopening continuum to meet the conditions.

Benefits

- Safest model possible from a medical and scientific perspective
- Potential for students to learn at their own discretion 24/7/365
- With over 3000 Chromebooks distributed and grants for more pending we are confident in our ability to provide a district-wide one-to-one initiative
- Provides parents with a known structured schedule for childcare planning (as does the hybrid model)

Implications:

- Fully remote learning has been less successful for many than in-person learning
- While survey data and parent report indicate that the vast majority of students have internet access, and the city COVID funds have been made available to support those who don't, the internet conductivity in Haverhill is frequently spotty
- Access to school lunch and breakfast for remote learners will need to be problem-solved
- Additional professional development and curriculum/content creation will be required
- We will need to purchase devices for faculty and staff for the purpose of synchronous instruction if the system is shut down and closed due to COVID-19 spread

DESE Required High Needs Students Model:

Summary of how HPS would support students with disabilities, English learners (ELs), former EL students, and Economically Disadvantaged students within each of the three reopening models.

DESE defines High Needs Students as belonging to at least one of the following subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low-income students (eligible for free/reduced price school lunch). In SY 19-20, 62% of the HPS population was designated as High Needs. HPS is acutely aware that no matter what option we choose for school reopening, we will need to fill student learning gaps and accelerate learning for all students. To support this effort our Academic Reentry Team has been working on improving the ease of use of our curriculum maps, identifying power standards and creating lesson plans that will target learning and support engagement. Regardless of the learning platform or student cohort, our team is looking to support deeper learning, equity and consistency. During the summer we have piloted a Remote Learning Academy available to all students on-line. Staffed with 20 of our best and brightest remote learning superstars we have been working with students, planning hands-on lessons and solving logistical problems. These peer leaders will continue to support the roll-out and improvement of our remote learning efforts into the coming year.

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Following the DESE guidance HPS will be prioritizing in-person instruction for High Needs Students “as is feasible within the health and safety parameters at each particular time.” As we reopen the schools, our goal is to make sure that all of our students are learning and growing. However, we are acutely aware of our capacity for change in this difficult time and given our desire to grow from our successes, rather than to shrink from failure we will implement a phased in approach to individualized student supports.

As such, from the opening days of Level One and Two EL students and students whose IEPs call for substantially separate classroom or schools will attend in-person learning four days with remote learning on Wednesday. We hope to expand this model to include other high needs groups such as those falling into the lowest quartile and/or students in grade K,1,2 as we roll into the school year. It should be noted that our Moody preschool will need to apply for a waiver to limit participation to students with disabilities only and the schedule for preschoolers will vary due to unique programming needs.

For High Need Students and those in our Remote Learning Academy we intend to offer tutorial and individualized supports in our largely empty buildings on Wednesdays.

Additionally, we have engaged in conversations with our local not-for-profit partner agencies such as the Boys & Girls Club and the YMCA to support students during remote learning times. They are excited to support the efforts and hope to move beyond child care into educational supports and tutoring. We are also in conversations with MakeIt Haverhill a federally designated anti-poverty agency to support our Latinex families with instruction on the use of Chromebooks and learning platforms. We are excited by the continued possibilities to partner with community agencies to better meet the needs of all children and families.

An enormous thank you to the staff, family members, city officials, and medical professionals who have supported our planning!

Return to School Medical Advisory Team Members

Name	Position
Dr. John Maddox	School Physician Haverhill Public Schools
Dr. Romie Mundy	Chairman, Haverhill Board of Health
Dr. Alexander Matolcsy	Haverhill Board of Health
Dr. Bomba Garrett	Chief Physician Pentucket Medical
Katie Vozeolas, RN	Director of Health & Nursing HPS
Mary Connolly, RN	Haverhill Community Health Coordinator

Return to School Summit Members

Name	Position
Mayor James Fiorentini	Mayor of Haverhill
Dr. Margaret Marotta	Superintendent of Schools
Michael Pfifferling	Assistant Superintendent of Finance & Operations
Bonnie Antkowiak	Chief of Teaching, Learning, and Leading
Dianne Connolly	Director of Multi-Tiered System of Supports
Heidi Perez	Supervisor of English Language Learners

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Katie Vozeolas	Director of Health and Nursing Services
Sandra McArthur	Human Resource Coordinator
Pamela MacDonald	Director of Special Education
Deborah Ibanez	Assistant Director of Special Education
Glenn Burns	Principal, Haverhill High School
Erin Mackay	Interim Principal, Tilton Upper and Lower
John DePolo	Principal, Greenleaf Academy
Richard Poor	Interim Principal, Consentino School
Scott Gray	Principal, Silver Hill School
Diane Seibold	Principal, Bradford Elementary School
Timothy Betty	Principal, J.G. Whittier Middle School
Sheeren Escovitz	Principal, Dr. Paul Nettle Middle School
Kristi Lynn Craig	Director Moody Pre-School
Anthony Curet	Assistant Principal, Haverhill High School
Irene Collins	Assessment and Data Coach
Eileen Doherty	Assistant Principal, Dr. Paul Nettle Middle School
Lyn Snow	Principal, T.E.A.C.H. at Bartlett
Shannon Gilligan	Principal, C. D. Hunking School
Jami Dion	Supervisor of Guidance and Student Supports
Joseph Armenti	District Manager, Whitsons School Nutrition
Anna Perrachio	General Manager, Whitsons School Nutrition
Brian Nagel	Assistant Director of Technology
Lorraine Turrell	Transportation Dispatcher
Kathleen Smith	Assistant Business Manager
Anthony Parolisi	Teacher, Consentino School and HEA President
Elizabeth Kilday	Art Teacher, Tilton Elementary School
Deborah Russell	Teacher, Golden Hill Elementary School
Lisa Begley	Health Teacher, Haverhill High School
Alison Dorr	Principal Clerk, Transportation Department
Cheryl Queenan	Administrative Assistant
Kim Costanzo	Parent, Tilton Elementary School
Helen Zbitnoff	Parent, Haverhill High School
Sue Downer	Principal, Sacred Hearts School

Return to School Academic Planning Team

Name	Position
Bonnie Antkowiak	Chief of Teaching, Learning and Leading
Pamela MacDonald	Director of Special Education
Deborah Ibanez	Assistant Director of Special Education
Timothy Betty	Principal of J.G. Whittier Middle School
Glenn Burns	Principal of Haverhill High School
Allison Augustus	Teacher
Lee Ann Canzano	Math Coach

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Tiffany Bonanao	Reading Coach
Meg Fitzgerald	Assistant Principal of Tilton Upper
Jessica Todd	Reading Coach
Kelley Shea	Writing Coach
Jennifer Rubera	Teacher
Helene Levine	Supervisor of ELA K-12
Heather Latch	Reading Interventionist
Jennifer Peterson	Reading Coach
Kevin Higginbottom	Supervisor of Science K-12
Cate Lally	Assistant Principal of Haverhill High School
Anne Kalashian	Teacher
Jami Dion	Supervisor of Guidance and Student Supports

Return to School Social Emotional Support Team

Name	Position
Dianne Connolly	Director of Multi-Tiered Systems of Support
Irene Collins	Assessment and Data Coordinator
Kristi-Lyn Craig	Director of Early Childhood Education
Kristen Seferlis	Pre-school teacher
Michele Jondel	Pre-school teacher
Breanna Ferguson	Pre-school teacher
Kim Gilmore	Pre-school teacher
Diane Seibold	Principal of Bradford Elementary
Katie Vozeolas	Director of Nursing
Lindsay Burdin	Special Ed Teacher, Tilton
Alison Donnelly	Adjustment Counselor, Silver Hill
Colleen Staples	Special Ed Teacher, Silver Hill
Suzanne Hughes	Classroom Teacher, Walnut Square
Jennifer Santiago	School Adjustment Counselor, Silver Hill
Alison George	School Adjustment Counselor, Bradford
Lorna Marchant	Supervisor of Attendance
Scott Gray	Silver Hill Principal
Katie Sarfde	PAL Coordinator, Tilton School
Megan Arviella	School Adjustment Counselor, Tilton Upper
Beth Sosa	Special Ed Teacher, Consentino
Teri Pouliot	School Adjustment Counselor, Hunking
Heather Sweeney	School Adjustment Counselor, Consentino
Jamie Dion	Director of Guidance
Deb Ibenez	Assistant Special Education Director
Patrick Quigley	School Adjustment Counselor, HHS
Karen Szarek	HHS Supervisor of Special Ed
Erin Doherty	HHS Mathematics Teacher

Return to School Physical Re-entry Team

Name	Position
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Michael Pfifferling	Assistant Superintendent for Finance & Operations
Katherine Vozeolas	Director of Health and Nursing Services
Sandra McArthur	Human Resource Coordinator
Heather Forgione	Supervisor of Facilities
Lorraine Turell	Transportation Dispatcher
Douglas Russell	Director of Technology
Anna Perracchio	General Manager, Whitsons School Nutrition
Kathleen Smith	Assistant Business Manager
Sharon Rodgers	Principal Clerk, Transportation
Sylvia Pastrana	Head of Security, HHS
Tracy Parker	Administrative Assistant

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