



Please note that this is a living document that will continue to evolve.

We will note updates to this document in a new color so that readers can easily find additions and changes.

## Appendix A: Document Changes

### DOCUMENT CHANGE

Original text from page 17 in August 12 draft. Changed/added text noted in purple deleted text marked by strike through (example of ~~strike through text~~).

Embedded changed text is located in the [Phased Reopening](#) section in the body of the document.

#### **Somerville High School and Next Wave/Full Circle Students**

Somerville High School and Next Wave/Full Circle students will begin the 2020-21 school year in the all remote learning mode. ~~Assessments on the existing Somerville High School building and the Edgerly building, where Next Wave/Full Circle resides, are currently underway. As more information is received, appropriate plans will be developed to gradually transition students back into their classrooms as conditions allow.~~

On August 12, staff and families were [notified by the Mayor, Superintendent, and School Committee Chair](#) of the decision for Somerville High School students to remain in the All Remote phase of our Phased Hybrid Learning Model until the opening of the new high school building. More information on the All Remote phase can be found in the Instructional section of this document under the [Somerville High School Phased Hybrid Learning Model](#).

Assessment on the Edgerly building is currently underway to determine whether the ventilation system, in areas outside of the CTE wing, can be adequately retrofitted. This includes the third floor where Next Wave/Full Circle resides. Decisions regarding Next Wave/Full Circle will be communicated once the assessment is complete.

### DOCUMENT CHANGE

Original text from page 26 in August 12 draft. Changed/added text noted in purple.

Embedded changed text is located in the Instructional section, under the subheading [Full Remote Learning Model \(LMS\)](#) in the body of the document.

~~We are currently evaluating Edgenuity, Florida Virtual School (FLVS), and TECCA Connections Academy (Commonwealth Virtual School) as possible full remote delivery systems. The state announcement on the Learning Management Systems was made on August 4th, therefore we are still in the process of reviewing all systems. At the high school level, we will continue to use Edgenuity as that has been our system for several years. We will share with families which LMS at the pre-K to 8 we believe would offer the best alignment to SPS early next week.~~

Upon evaluation of the three full remote delivery systems suggested by the state on August 4th, SPS will offer two Learning Management Systems to families that opt for the Full Remote Learning Model (LMS).

In grades K-8, students who engage in the Full Remote Learning Model (LMS) will have the option to enroll in Florida Virtual School (FLVS). FLVS provides interactive curriculum that includes core courses as well as subjects such as Art, P.E., Spanish, and Technology. Additionally, scaffolds and supports are built into the platform for language learners and students with special education needs. We suggest families further explore the design and options provided by FLVS in making their decision as to whether this model is the best fit for their student's learning. Additional information can be found at the [Florida Virtual School website](#).

At the high school level, we will continue to use Edgenuity as it has been our system for several years. Edgenuity provides a full offering of core courses, which include AP, honors, dual credit, CTE, World Languages, and credit recovery. Scaffolds and supports are built into the platform for language learners and students with special education needs. Families can find more information on the [Edgenuity website](#) as they decide if this option is the best fit for their student's needs.

Students ~~in this enrolling in FLVS or Edgenuity model~~ would still have the option of engaging in music and art classes offered by SPS educators and ~~the option to~~ as applicable to enroll in Somerville Parks and Recreation, Community Schools, and youth-based in-person programs to support connections through safe social interactions. Families have the option quarterly of switching between chosen learning models.

### **DOCUMENT CHANGE**

**Original text from page 27 in August 12 draft. Changed/added text noted in purple.**

Embedded changed text is located in the Instructional section, under the subheading [Full Remote Learning Model \(LMS\)](#) in the body of the document.

# Full Remote Learning Model (LMS)

Students and families have the option of enrolling in the Full Remote Learning Model (LMS). Quarterly, students and families will have the option to switch to the Phased Hybrid Learning Model.

## choice

Students and families have the option of enrolling in the Full Remote Learning Model (LMS). Quarterly, students and families will have the option to switch to the Phased Hybrid Model.

## description

Full remote, asynchronous learning provided by a Learning Management System (LMS). Students do not engage in in-person learning. Students/Families have the option of transferring to the Phased Hybrid Model quarterly.

\*The LMS is different from all remote learning in the hybrid model that is taught by SPS educators.

Content instruction presented by the Learning Management System.

## taught by

~~SPS is currently considering Edgenuity, Florida Virtual School (FLVS), and TECCA Connections Academy (Commonwealth Virtual School) as possible full remote delivery systems.~~

SPS will offer two LMS options - Florida Virtual School (FLVS) for students in grades K-8 and Edgenuity for students in grades 9-12.

## schedule

~~Students will learn through a learning management system (LMS). yet to be determined. When determined, descriptions of the LMS model will be shared with families.~~

SPS will offer two LMS options - Florida Virtual School (FLVS) for students in grades K-8 and Edgenuity for students in grades 9-12.

## specialists

Students will have access to art and music offered by SPS educators.

## social emotional and mental health supports

Social emotional and mental health supports are provided virtually to all families as needed.

## attendance and grading

Daily attendance is required and recorded.

Grading policies of the Learning Management Systems. Grading will be reviewed by SPS for school-based credit.

## in-person offerings

SPS in collaboration with our community partners, will provide students the opportunity to enroll in Somerville Parks and Recreation, Community Schools, and youth-based in-person programs to support connections through safe social interactions

## DOCUMENT CHANGE

Original text from page 28 in August 12 draft. Changed/added text noted in purple.

Embedded changed text is located in the Instructional section, under the subheading [Phased Hybrid Learning Model](#) in the body of the document.

While evolving conditions may result in extended periods of remote learning, it is important to understand that remote learning in the Phased Hybrid Learning Model is **an entirely different design than** from the Full Remote Learning Model (LMS) described above. ~~The Phased Hybrid Model is taught by SPS educators, and is a combination of synchronous and asynchronous learning.~~ Remote learning in the Phased Hybrid Model is taught by SPS educators and is a combination of synchronous and asynchronous learning, regardless of whether students are in an all remote phase of the Hybrid Model or in a combination of in-person and remote learning. The Full Remote Learning Model (LMS) is led by a Learning Management System (LMS) and engages students in asynchronous learning designed by the LMS. SPS will offer two LMS options - [Florida Virtual School \(FLVS\)](#) for students in grades K-8 and [Edgenuity](#) for students in grades 9-12.

## DOCUMENT CHANGE

Original text from page 32 in August 12 draft. Changed/added text noted in purple, deleted text marked by strike through (example of ~~strike through text~~).

Embedded changed text is located in the Instructional section, under the [Somerville High School Phased Hybrid Learning Model](#) subheading in the body of the document.

### ***Somerville High School Phased Hybrid Learning Model***

Adjusting the model of learning in a high school setting is a complex undertaking due to the variety of courses, services, and opportunities offered to students. In preparation for the 2020-21 school year, more than fifty percent of the educators at Somerville High School have been collaborating throughout the summer to plan for adjusted learning and engagement. Structures to maintain collaboration between educators will continue into the Fall to encourage teamwork, creativity, and added teacher support. This includes expanding grade level support teams and professional learning communities to all grade levels to provide time for building additional student supports and mentorship. As with any changes to working conditions and schedules, these changes need to be negotiated with the appropriate unions.

We recognize that high school teachers work with a large number of students. This means we will need to be creative in how we are forming space for community and relationship building. We also recognize that rigorous courses and rich learning experiences are an important and central part of the high school experience. We will adapt and be creative to ensure these experiences, although will look different, continue to be rich and valuable.

### **All Remote Learning**

On August 12, staff and families were [notified by the Mayor, Superintendent, and School Committee Chair](#) of the decision for Somerville High School students to remain in the All Remote phase of our Phased Hybrid Learning Model until the opening of the new high school building.

From the correspondence: “After discussion on the preliminary evaluation from our consultant with our colleagues at Health and Human Services and the Department of Infrastructure and Asset Management, it is clear that it would not be possible to adequately retrofit the ventilation systems in the existing high school, portions of which date back to 1895, before the new high school is ready for occupancy. Similarly, the preliminary review also indicates that it will not be possible to adequately retrofit the portion of the Edgerly building currently being used to house our CTE programs. Therefore, we have reached the difficult decision that Somerville High School students will need to stay in the All Remote phase of our Phased Hybrid Learning Model until the new high school building opens. Barring any additional construction delays, the new high school is expected to be ready for occupancy in December and will have a fully modern ventilation system with enhanced air exchange that meets safety thresholds as well as more space for students to safely distance, both enabling a phased in-person return to SHS.”

Somerville High School staff will continue preparations for the transition to the new building and a time when students have the option to be phased back into a combination of remote and in-person learning. Design for instruction that includes in-person learning can be found below in the section titled “Combination Remote and In-Person Learning.”

### **SHS All Remote Learning**

SHS is proposing a cohort model, Red Cohort and Blue Cohort, for the All Remote Learning mode. Grades 9 and 12 will comprise the Red Cohort. Grades 10 and 11 will be the Blue Cohort. Organizing students into cohorts during remote learning allows for a smoother transition when the opportunity for a return to in-person learning arises.

Students at SHS will engage in an alternating week schedule, “A week” and “B week.” Classes 1, 2, and 3 will be taught during A week. Classes 4, 5, and 6 will be taught during B week. The alternating week schedule will allow students to manage fewer classes at a time.

SHS students continue to have the option of enrolling in up to 7 classes. Class 7 will run during the first or last block of the schedule and will remain remote when instruction shifts to include in-person learning. Class 7 provides additional course options for students and increases the flexibility within the schedule. Students engage in class 7 for a shorter duration of time than classes 1 through 6, therefore class 7 may run everyday.

Attendance will be taken in all classes. Students will engage with SHS’s established curriculum which includes Advanced Placement and CTE courses. Classes will be taught synchronously for four days a week, Monday, Tuesday, Thursday, and Friday. Synchronous (live) class time

may be used for a combination of direct instruction, group work, presentations, virtual field trips, small group instruction, and one-on-one conferences. Wednesdays are independent work days for students. Students may also meet with their mentor teachers, service providers and/or school counselors or Career and College Ready counselors. CTE and non-CTE students might participate in their school to work program. Students enrolled in class 7 may also have live class on Wednesdays.

Sample schedules are included below. As with any modifications to working conditions and schedules, shifts need to be negotiated with the appropriate unions prior to adoption.

<b>Week A</b>					
Time	Monday	Tuesday	Thursday	Friday	Wednesday
8:00-9:00	Independent work time; school to work programs; School Counselor or CCR meetings by appointment; and/or remote class 7				8-10:30 independent work time; school to work programs
9:00-10:30	1	1	1	1	10:30-1:15 Lunch; Independent work time; school to work programs; NGE, 10GE, 11GE, 12GE, NEST Student/Mentor Directed Study and/or School Counselor or CCR meetings by appointment
10:45-12:15	2	2	2	2	
12:15-12:45	Lunch Break				
12:45-2:15	3	3	3	3	1:15-2:45 School Counselor or CCR meetings by appointment; school to work programs; and/or remote class 7
2:15-3:15	2:15 -2:45 School Counselor or CCR meetings by appointment and/or student/mentor check-ins 2:15-3:15 school to work programs and/or remote class 7				

<b>Week B</b>					
Time	Monday	Tuesday	Thursday	Friday	Wednesday
8:00-9:00	Independent work time; school to work programs; School Counselor or CCR meetings by appointment; and/or remote class 7				8-10:30 independent work time; school to work programs
9:00-10:30	4	4	4	4	10:30-1:15 Lunch; Independent work time; school to work programs; NGE, 10GE, 11GE, 12GE, NEST Student/Mentor Directed Study and/or School Counselor or CCR meetings by appointment
10:45-12:15	5	5	5	5	
12:15-12:45	Lunch Break				
12:45-2:15	6	6	6	6	1:15-2:45 School Counselor or CCR meetings by appointment; school to work programs; and/or remote class 7
2:15-3:15	2:15 -2:45 School Counselor or CCR meetings by appointment and/or student/mentor check-ins 2:15-3:15 school to work programs and/or remote class 7				

SHS staff is currently receiving training in remote instruction. Students should continue to expect a rich, engaging academic experience. Students will earn grades in all courses and will receive consistent feedback from their teachers on assignments. Students and families will have access to grades in Aspen.

As needed, students and families will meet with their teachers during office hours and/or scheduled appointments with counselors. Grade level teams will meet weekly to monitor student progress and plan a variety of supports to help students. House teams and SST teams will also meet weekly to support students. House Deans have been added to the staff to help with student outreach and support.

Staff will also receive training on integrating connection and community into daily lessons.

Pending negotiations with appropriate unions, every student will be assigned a teacher mentor who will regularly check with students. Students will also have the opportunity to participate in virtual clubs. 9th graders will participate in a virtual orientation to ease their transition and welcome them to the SHS community.

### **Career and Technical Education (CTE)**

While we understand that Career and Technical Education will be a different experience in a remote setting, we are putting plans into place to continue to make it a rich and valuable experience. Plans include:

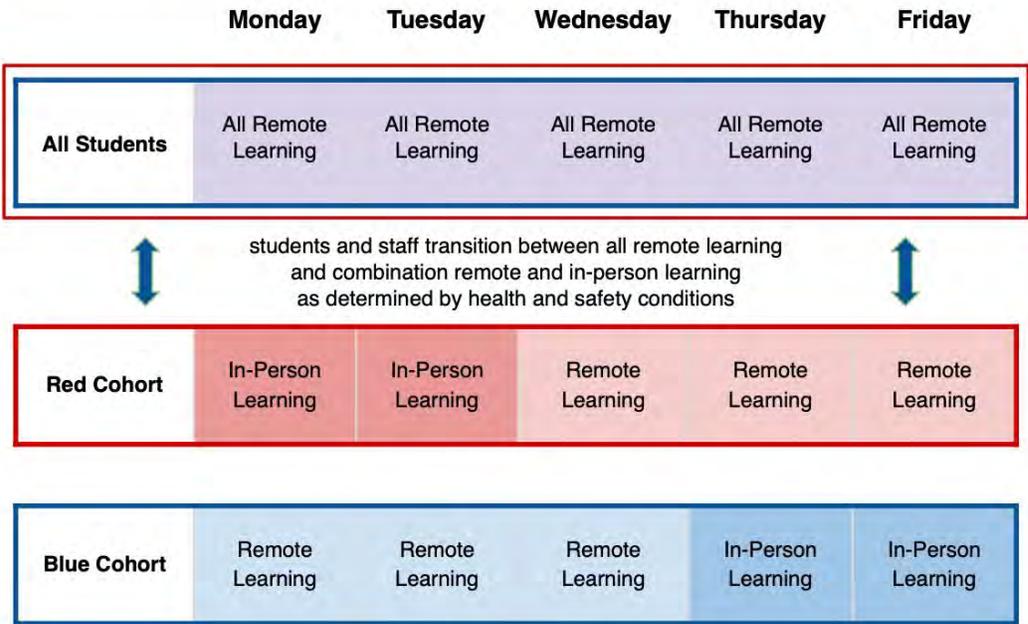
- integrating multiple digital learning opportunities and platforms and in some cases, hands-on learning platforms to create a blended learning class experience.
- incorporating engaging video lessons that resemble real world experiences and CTE shop lessons.
- providing consistent feedback from shop instructors to parents and students on a bi-weekly basis to communicate progress and ensure that CTE requirements are completed.
- providing reliable supports.
  - CTE counselors will be available daily for all CTE students and faculty.
  - Students will have access to all other regular support services.
  - A CTE Coop Coordinator will support student placement in all co-ops and internships.

Additionally, we are proud and excited to showcase the CTE programs. Throughout the week, a Social Media Coordinator will highlight each program on the CTE Facebook and Twitter page.

### **Combination Remote and In-Person Learning**

SHS is proposing a cohort model comprising a Red Cohort and Blue Cohort. Cohorts may be further divided by house as needed. Students would rotate between a two day in-person and three day remote schedule. The Red Cohort is composed of grades 9 and 12. Students in the Red Cohort receive full-day in-person instruction on Monday and Tuesday and engage in remote learning Wednesday, Thursday, and Friday. The Blue Cohort consists of grades 10 and 11. Students in the Blue Cohort would engage in full-day remote learning Monday, Tuesday, and Wednesday and receive full-day in-person instruction on Thursday and Friday. All students learn remotely on Wednesdays.

# SHS Phased Hybrid Learning Model



SHS is also proposing an alternating biweekly course schedule for in-person learning. During Week A, during in-person learning days, students attend courses 1, 2, and 3. During Week B, during in-person learning days, students focus on courses 4, 5, and 6. Students will also attend their remote class 7. This class is a flexible block of time and is scheduled based on staff and student needs. This schedule facilitates students focusing on fewer classes each week, allowing them to engage in depth with the coursework with their teachers and peers, and increase engagement and strengthen relationships within our learning community. On remote Wednesdays, students engage in a combination of courses, meet with their teacher mentor as needed, attend meetings with their service providers or school counselors, meet or attend workshops with the Career and College ready staff, and/or attend a school to work program (internship).

Sample student schedules are included below. As with any modifications to working conditions and schedules, shifts need to be negotiated with the appropriate unions prior to adoption.

Week A					
Time	Monday	Tuesday	Thursday	Friday	Wednesday
8:00-9:00	Independent work time; school to work programs; School Counselor or CCR meetings by appointment; and/or remote class 7				Independent work time; school to work programs; School Counselor or CCR meetings by appointment; student/mentor check-ins; and/or remote class 7
9:00-10:30	1	1	1	1	
10:45-12:15	2	2	2	2	
12:15-12:45	Lunch Break				
12:45-2:15	3	3	3	3	
2:15-3:15	Independent work time; school to work programs; School Counselor or CCR meetings by appointment and/or student/mentor check-ins; and/or remote class 7				

Week B					
Time	Monday	Tuesday	Thursday	Friday	Wednesday
8:00-9:00	Independent work time; school to work programs; School Counselor or CCR meetings by appointment; and/or remote class 7				Independent work time; school to work programs; School Counselor or CCR meetings by appointment; student/mentor check-ins; and/or remote class 7
9:00-10:30	4	4	4	4	
10:45-12:15	5	5	5	5	
12:15-12:45	Lunch Break				
12:45-2:15	6	6	6	6	
2:15-3:15	Independent work time; school to work programs; School Counselor or CCR meetings by appointment and/or student/mentor check-ins; remote class 7				

We are nearing the end of a 5-year building project to replace the high school. This necessitates the use of multiple offsite locations, including temporary classrooms to house students and our GTE program. As construction continues on the new building, we are growing excited to invite students into the new space with tentative plans to move into the new building in December/January. In the meantime we must assess the safety of the existing high school. SPS has partnered with the Somerville Department of Infrastructure and Asset Management and acquired the services of Fitzmeyer & Tocci Associates, an engineering firm specializing in ventilation in the healthcare industry, to assess the safety of our school buildings. We have completed the initial walkthrough of the existing high school and will make decisions on next steps based on the assessment report and risk analysis framework. Initial walkthroughs have shown areas of concern. We will not have final results for another several weeks. As we review the feasibility of upgrading the existing high school to meet safety requirements we must take into account the concurrent preparation of the new space to guide decision-making and the investment of resources. The findings will help to determine whether high school students return in all remote learning mode that transitions to the Phased Hybrid Learning Model (remote and in-person component) or remain in the all remote learning mode for the fall semester.

## **DOCUMENT CHANGE**

**Added to original text found on page 45 in August 12 draft. Added text noted in purple.**

Embedded new text is located in the Instructional section, under the [English Language Learners](#) subheading in the body of the document.

### **Unidos Dual Language Program**

We are committed to the Unidos Program vision and goals which means supporting our established program model while making adjustments to meet the dual language vision in a new learning setting. The Unidos mission is to provide students the opportunity to learn in both Spanish and English in a nurturing, supportive, multicultural environment that emphasizes high academic standards. UNIDOS is dedicated to educating bilingual, bi-literate thinking individuals with a profound respect for their culture and the culture of others. In Remote and Hybrid learning, the program model will remain intact with language allocated 70% Spanish and 30% English in grades Kindergarten and first grade and 50% Spanish and 50% English in grades two through eight.

Because of the instructional model in the Unidos Program, dual language learners (English and Spanish) in grades K - 2 are included in our priority for in-person learning. In Unidos, English Learners at WIDA Levels 1 and 2 are developing English proficiency alongside ELs at higher WIDA Levels and English speaking peers. We prioritize in-person learning for language development across domains (Listening, Speaking, Reading, and Writing) that is dependent upon language modeling and interaction, we will take into consideration smaller student cohorts that include ELs and Spanish Language Learners at every level.

During the spring of 2020, Unidos teachers, ESCS Principal, and District Administrators met in an Unidos Institute to review and affirm the Unidos mission and goals and further develop program alignment and dual language practices. This summer, a Team of Unidos Teachers continued to meet and work on [Digital Dual Language Guidelines](#) with an emphasis on structures (i.e. zoom rules in English and Spanish, color coding for language as visual cues, and planning for language pairing and vertical alignment) and instructional practices. We will continue to refine them with the support of the Unidos Program Specialist, ELE Program Specialist, ESCS Principal, and ELE Director.

## **DOCUMENT CHANGE**

**Addition to original text on page 63 in August 12 draft. Changed/added text noted in purple).**

Embedded changed text is located in the [Additional Supports](#) section in the body of the document.

Somerville Public Schools is actively planning and partnering with Community Schools, the Somerville Parks and Recreation Department, and additional community providers to offer outdoor and remote enrichment opportunities to various populations of our students. We are in the process of solidifying details and schedules and will share this information with the SPS community in the near future.