



Transition to In-Person Learning



Transition to In-Person Learning: Health & Safety Protocols



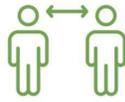
The Somerville Public Schools and the City of Somerville have instituted a comprehensive set of health and safety measures to minimize risks for all students and adults in schools.



DAILY HEALTH SCREENING
All students and adults screen for symptoms of illness every morning and stay home from school when sick.



FACE COVERING
Masks covering the mouth and nose are required at all times in schools and on buses, except during scheduled mask breaks and when eating or drinking.



PHYSICAL DISTANCING
All school spaces will be set up to enable 6 feet of physical distancing, and students and staff will utilize outdoor space wherever possible.



HAND WASHING
Everyone in school washes their hands thoroughly with soap or sanitizer throughout the day.



COVID-19 TESTING
All students and staff receive a baseline test for coronavirus and are tested regularly to identify and isolate any positive cases.



AIR QUALITY
Prior to reopening, school buildings will have been upgraded with investments to improve ventilation and filtration, including centralized MERV-13 filters, portable HEPA filters, and Carbon Dioxide monitors.



PUBLIC HEALTH METRICS
The City and school district monitor transmission rates and other public health data to ensure it is safe to continue the transition to in-person learning.



Simultaneous Language Interpretation

Simultaneous interpretation is available in Spanish, Portuguese, and Haitian Creole. Please click on the appropriate Zoom link below to listen to this meeting in your preferred language.

Español

Tendremos disponible traducción simultánea en español, portugués y criollo haitiano. Haga clic en el enlace de Zoom correspondiente a continuación para escuchar esta reunión en su idioma de elección.

Português

A interpretação simultânea está disponível em espanhol, português e crioulo haitiano. Clique no link Zoom apropriado abaixo para ouvir esta reunião em seu idioma escolhido.

Kreyòl ayisyen

Entèpretasyon similtane disponib an espanyòl, pòtigè, ak kreyòl ayisyen. Tanpri klike sou lyen Zoom apwopriye ki anba a pou koute reyinyon sa a nan lang ou pi pito.

Español: <https://k12somerville.zoom.us/j/7592844650?pwd=UjU2QzFpT0FtTIZYVXRFTlJhVGNSUT09>

Português: <https://k12somerville.zoom.us/j/2507425150?pwd=cU1MU1cv0ksrVHNYMFM3ODItUmd0QT09>

Kreyòl ayisyen: <https://k12somerville.zoom.us/j/87677882851?pwd=VXY5YzJqcIRJRWdIU0phSXJBTzFTZz09>

In-Person Learning

Successful Transition of Phases 2A & 2B

Phase 2A

- Approximately 80 students and 60 staff in Phase 2A successfully transitioned to in-person learning at Somerville High School and the Capuano Early Childhood Center
- Phase 2A includes students and teachers in highest needs special education programs
- Students attending 4 days a week (M-Tu-Th-F) until anticipated transition to full-time 5 day a week in-person on 4/28.

Phase 2B

- Approximately 350 students and 45 staff in Phase 2B transitioning to in-person learning at SHS, Argenziano, Capuano, ESCS, and Healey
- Phase 2B includes additional high needs special education programs, English learners in SEI 1 (K-8), Multilingual Learning Lab students (9-12), some CTE students
- Teachers will teach remotely from their classrooms M/Tu; students return Th and will be attending 4 days a week (M-Tu-Th-F) until anticipated transition to full-time 5 day a week in-person on 4/28.

Wednesday remains a remote day until transition to full-time after April break.

Students and staff completed baseline Covid testing & are required to participate in routine Covid testing while in-person. 4

Transition to In-Person Learning: Schedule of Phases (proposed)



DRAFT to be submitted to DESE for Waiver

Phase	Teachers Return*	Students Return*	Eligible for In-Person Learning	Details*
1	February 1	February 1	<ul style="list-style-type: none"> Selected populations of students in high needs special education programs** (voluntary pilot program) 	Voluntary pilot program. Students attend school in-person four days per week for 2 hours each day, and learn remotely on Wednesdays.
2A	March 1	March 4	<ul style="list-style-type: none"> Selected populations of students in high needs special education programs** 	Expansion of student groups in Phase 1 above. Students attend school in-person (half-day until specified date), four days per week, and learn remotely on Wednesdays.
2B	March 15	March 18	<ul style="list-style-type: none"> Additional populations of students in high needs programs*** English Learners (K-8) in SEI 1 Multilingual Learning Lab students (9-12) Seniors in Career & Technical Ed. (CTE) 	Students attend school in-person four days per week (full-day), and learn remotely on Wednesdays.
3A	March 22	March 25	<ul style="list-style-type: none"> Pre-K and Kindergarten (hybrid) Somerville Child Care Center students Next Wave / Full Circle students (6-12) Additional populations of high needs students**** 	Hybrid learning model begins. Students are organized into two cohorts that alternate between learning in-school and learning remotely: One cohort attends school in-person on Mondays and Tuesdays, the other on Thursdays and Fridays. All students learn remotely on Wednesdays.
3B	March 29	March 31	<ul style="list-style-type: none"> Grades 1 & 2 (hybrid) 	Same as Phase 3A above.
4A	April 5	April 8	<ul style="list-style-type: none"> Grades 3 – 6 (hybrid) 	Same as Phase 3A above.
4B	April 12	April 15	<ul style="list-style-type: none"> Grades 7 & 8 (hybrid) 	Same as Phase 3A above.
A P R I L V A C A T I O N				
5	April 27	April 28	<ul style="list-style-type: none"> Pre-K – Grade 8 (full in-person) 	Students from all phases above begin school in-person, five days per week.

* In the first week of each phase, teachers will work from their classrooms Monday and Tuesday, and all students in the group will learn remotely. Students will begin in-person learning on Thursday and Friday of that week. Wednesday is a full remote day for all students and staff district-wide.

** AIM (PK-8), SKIP, SHIP, Life Skills (1-2), Multi-graded (1-2)

*** ECIP, Multi-graded (3-8), Life Skills (3-12), Transition Classroom, RR & ASD Learning Labs (9-12), Multilingual Learning Labs (9-12)

**** SEEK, Redirect and House Learning Labs (9-12)

With the exception of some specialized programs, most high school students (9-12) will remain in remote learning until the district receives guidance from DESE.

Transition to In-Person Learning: Phases by Grade (proposed)



DRAFT to be submitted to DESE for Waiver

Key:

- Full Remote
- Hybrid
- Full In-Person

	Week of:												
	Feb. 1*	March 1	March 8	March 15	March 22	March 29	April 5	April 12	April 19-23	April 26	May 3	May 10	May 17
Special Education**	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person							
English Learners***	Full Remote	Full Remote	Full Remote	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person
Pre-K	Full Remote	Full Remote	Full Remote	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person
Kindergarten	Full Remote	Full Remote	Full Remote	Hybrid	Hybrid	Hybrid	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person
Grade 1	Full Remote	Hybrid	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person				
Grade 2	Full Remote	Hybrid	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person				
Grade 3	Full Remote	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person					
Grade 4	Full Remote	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person					
Grade 5	Full Remote	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person					
Grade 6	Full Remote	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person	Full In-Person					
Grade 7	Full Remote	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person						
Grade 8	Full Remote	Hybrid	Hybrid	Full In-Person	Full In-Person	Full In-Person	Full In-Person						
Grades 9-12	Full Remote	Full Remote	TBD based on DESE Guidance										

* Voluntary pilot program for selected populations of students in highest needs special education programs.

** Selected populations of students in highest needs special education programs. Transition schedule varies slightly for each special education program.

*** English Learners in K – Grade 8 in SEI I.

In-Person Learning Family Survey Results

School	Aggregate Hybrid	Responses	Response Rate	Aggregate 5-Day	Responses	Response Rate
District Total	2254	2662	79%	1706	2211	65%
CAP	153	200	93%	-	-	-
AFAS	325	390	71%	276	344	63%
Brown	126	144	68%	126	144	68%
ESCS	620	701	98%	565	660	92%
Healey	331	377	83%	248	277	61%
Kennedy	246	300	67%	242	300	67%
Next Wave	4	7	33%	4	7	33%
WSNS	246	288	77%	230	267	71%
WHCIS	203	255	66%	15	212	54%

Enrollment PK-8

3381

215

550

211

715

454

450

21

376

389

This Week: Welcoming students & staff in Phase 3A

Pre-K & K week 1: week of March 22

Half Day Phase-In Days: A short and intentional phase-in establishes routines that teachers can build upon while children are adapting and developing stamina for in-person learning. In the first week, Pre-K and Kindergarten students will come to school with their cohort for 1 day of shortened learning time.

- Cohort A - Thursday, March 25
 - 8:45 a.m. to 11:00 a.m.
 - Grab and Go Lunch
- Cohort B - Friday, March 26
 - 8:45 a.m. to 11:00 a.m.
 - Grab and Go Lunch

Phase 3A includes:

- Phase 3A returns this week (week of March 22)
- Includes pre-K and K, students in SEEK program, Redirect and House Learning Labs (9-12), Next Wave/Full Circle, Somerville Child Care Center
- Start of hybrid in-person model; students divided into two cohorts:
 - Cohort A attends in-person M/Tu and is remote Th/F beginning week of 3/29
 - Cohort B attends in-person Th/F and is remote M/Tu beginning week of 3/29
 - Cohort B in-person schedule will be adjusted week of 3/29 to reflect Good Friday holiday
- Wednesday remains a remote day until transition to full-time in-person on 4/28

Next Week: PreK & K Return to School Plan

- **Week 1 (week of 3/22): Half Day Phase-In Days:** A short and intentional phase-in establishes routines that teachers can build upon while children are adapting and developing stamina for in-person learning. Students would come to school with their cohort for 1 day of shortened learning time.
 - Cohort A - March 25; Cohort B - March 26
 - 8:45 a.m. - 11 a.m.
 - Grab and Go Lunch
- **Week 2 (week of 3/29): Half Day Phase-In Days:** Students would come to school with their cohort for 2 days of shortened learning time.
 - Cohort A - March 29 & 30; Cohort B - March 31 & April 1
 - 8:45 a.m. - 11 a.m.
 - Grab and Go Lunch
- **Week 3 (week of April 5th) - *students will follow week 3 schedule until they return to full time in-person learning***
 - Cohort A - April 5 & 6; Cohort B - April 8 & 9
 - 8:45 a.m. - 1:45 p.m. (full day) - PreK
 - 8:10 a.m - 1:45 p.m. (full day) - K

What will in-person Hybrid Learning look like?

In-Person Learning (2 days)

- Breakfast
- Morning Meeting
- X Block
- Math and Literacy
- Recess and Lunch
- Choice Time
- Structured and unstructured play both inside and outside
- Daily activities to address social emotional learning and community building.

Remote Learning (3 days)

- Prioritizing continuity during remote days so all students feel connected to their class
- Morning Meeting
- X Block
- Specialists
- Small group activities
- Asynchronous work
- Hands-on and exploratory experiences to enhance and enrich in-person learning

Remote Learning

We value all of our Learning Community members

- Our Learning Community is not bound by the walls of the school buildings.
- Any family who prefers their student to remain in remote learning full-time may choose to do so.
- Students who remain in remote learning full-time will continue to receive a combination of synchronous (live) and asynchronous (independent) instruction that aligns with common core standards, from an SPS educator.
- Students who remain in remote learning full-time will have an opportunity to enroll in afterschool programming.
- Students who remain in remote learning full-time will continue to receive social-emotional and other supports as needed.
- Students who remain in remote learning full-time will continue to have access to Grab-and-Go meals.

Student / Staff Assignment Process

- Staff are identified for remote learning assignments based on approval of leaves
- Collaborative effort between school Principals, Directors and the Assistant Superintendent
 - Families who prefer their student remain remote were able to indicate that through a survey and/or personal outreach
 - Students remaining remote are assigned to a grade-level teacher by classroom or school
 - Remote teacher classroom assignment decisions are made based on teacher licensure
 - Classroom cohorts are prioritized to remain together during remote learning
 - Student supports are also a priority to ensure services are maintained (SEI-1 students and resource room services)
 - Principals communicate to teachers in their buildings about any student class assignment changes to accommodate student requests to remain remote
 - Principals send parent letters and send class lists to teachers
 - Sending teachers complete remote assignment document and send to receiving teachers
 - New remote teachers communicate with new families assigned to their remote classroom
 - Principals follow up with calls to families as needed

What will my remote learning day look like?

DESE Student Learning Time Regulations:

- At least 40 hours of synchronous instruction over a 10-school day period averaged across grades 1-12 in remote learning (excluding pre-kindergarten and kindergarten)
 - A student's school day will reflect the typical school day
 - Students will receive at least 3-4 hours of daily synchronous instruction
 - Students will have all their core classes: math, ELA, science, social studies, Spanish (where applicable), x-block (where applicable), specialists, and SEL during remote learning
 - Students requiring ESL services will receive those services daily as required by DESE
 - Students requiring Special Education services will receive those services as required by their IEP minutes
 - Small transition times and breaks will be built into student's schedules to allow for breaks between synchronous blocks of learning

How will educators know where my child is academically?

Assessment Framework

Grade	ELA	Math
Preschool	Letter naming, sound sorting, fine motor, name writing	Numeral identification, object counting, sorting and classifying
Kindergarten	Letter naming Fluency; DIBELS; PAST (phonological awareness)	10 Frame Quick Number Sense interview
1	Letter Naming Fluency; Quick Phonics and F&P Probe	Number Sense Interview
2	Quick Phonics Screener; Oral Reading Fluency (DIBELS); Quick F&P Probe	Number Sense Interview (already used for intervention)
3	Quick Phonics Screener; Oral Reading Fluency (DIBELS); Quick F&P Probe	Basic Operations Interview
4-5	Quick Phonics Screener; Oral Reading Fluency (DIBELS); Quick F&P Probe	Revised Common Assessment - Paper: Includes Addition, Subtraction, Multiplication, Division, and Fractions

How will we keep families of remote students informed?

- Presentation will be translated and sent to all remote learning families
- Personal outreach as groups prepare to continue with remote learning, working closely with family and community liaisons and leveraging other district multilingual resources to connect with families
- Targeted updates to families of students remaining remote, in our primary languages
- All families will continue to receive weekly updates from Superintendent
- Utilize social media and other communications platforms as an additional way to help families stay informed

Thank you!



- Sign up for phone, text, and email alerts at somerillema.gov/alerts
- Current COVID-19 information: somerillema.gov/covid19
- [SPS COVID-19 Dashboard](#)
- Community testing: 617-665-2928
- SPS Transition to In-Person Learning somerille.k12.ma.us/transition

