BRUNSWICK SD

Board Workshop
January 20, 2021

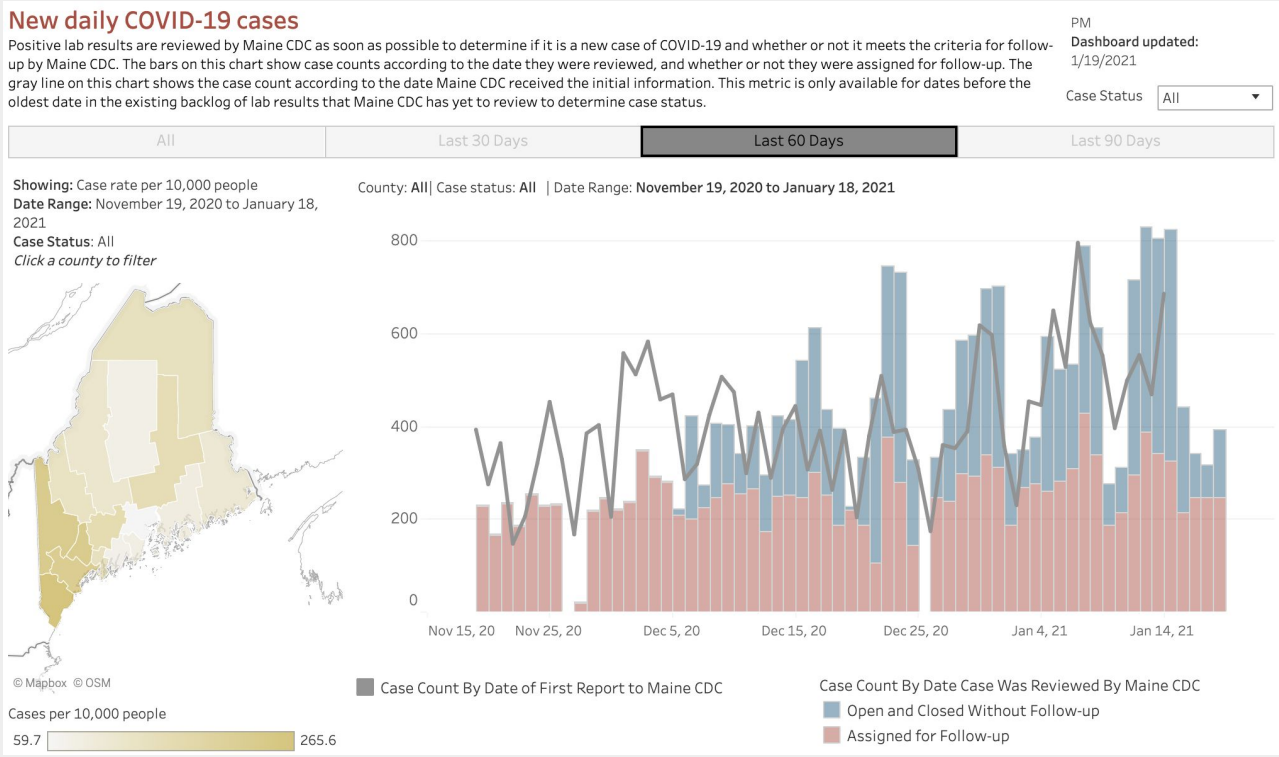
Agenda

- Follow Up - Answers to Board Questions
- Increase of In-Person Programming Scenarios
- Next Steps & Needs
- Questions & Answers

COVID-19 Data

State, Brunswick, & Surrounding Districts

Daily COVID-19 Cases (Last 60 Days)



https://www.maine.gov/dhhs/mecdc/infectious-disease/epi/airborne/coronavirus/data.shtml

Brunswick COVID-19 Dashboard

COVID Numbers in BSD : Sheet1

School	Active Positive or Probable Cases	Recovered Cases	Total Cumulative Cases
Kate Furbish Elementary	2	6	8
Harriet Beecher Stowe Elementary	1	5	6
Brunswick Jr. High School	1	4	5
Brunswick High School	1	10	11
Numbers As of 1/19/2021			

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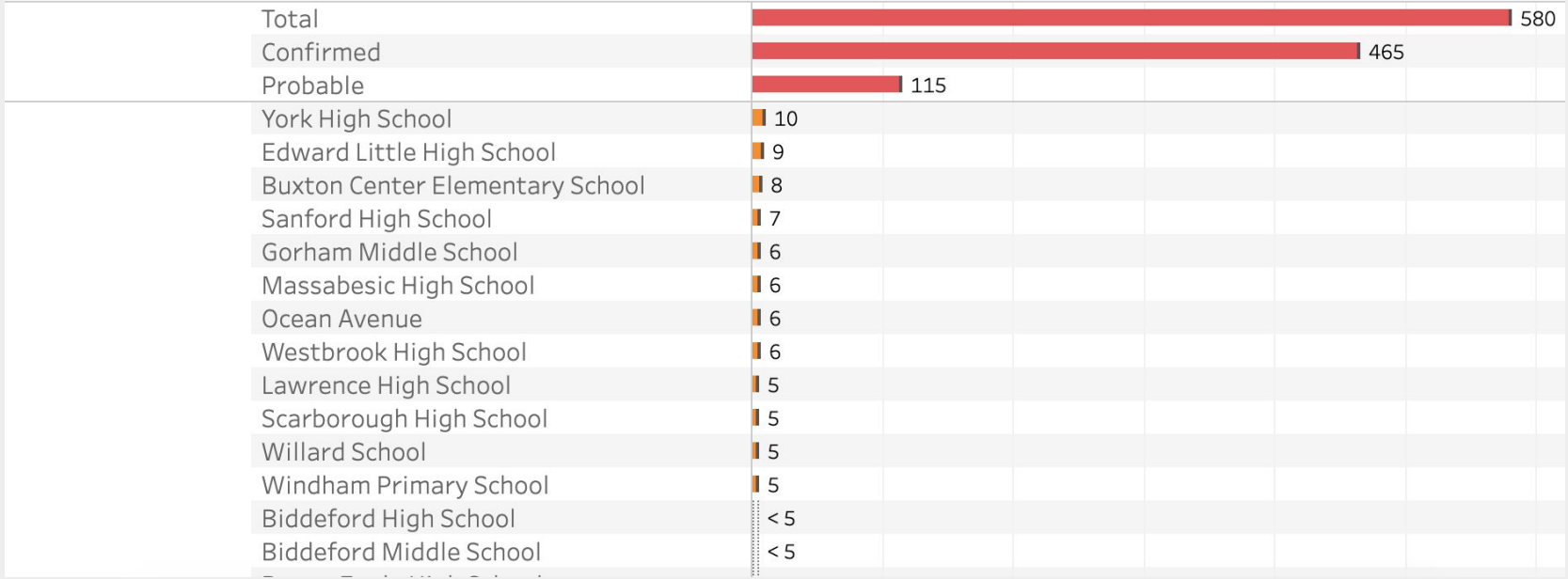
https://www.brunswicksd.org/page/covid-19-response

COVID-19 Cases in Maine PreK-12 Schools

Last 30 Days

Last updated: Thursday, January 14, 2021



What are we doing for students not engaging (or struggling to engage) in school?

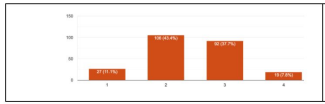
- Communication from teachers/school counselors/administration
  - i.e. phone call, email, home visit
- Adjustment to academic program
  - i.e. increase to four days of in-person programming as resources (specifically available staff) allow
- Increase virtual opportunities and connections
- Support services from school counselors/social workers/Sweetser
- Providing opportunities and encouraging students to redo assignments
- Offering extra help sessions
- BHS - afternoon sessions for small group/individual support

When did BSD last collect feedback?

Staff

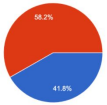
- District survey early November

How would you rate your emotional well-being since returning to school?
1=poor, 4=excellent



54% of our staff rate their emotional well-being as a concerns

Would you like building schedules to be expanded to include more in-person time for students?



58% NO - qualitative highlights:
- Health and safety concerns
- Students are just settling into current routines

42% YES - qualitative highlights:
- Yes if we can ensure the health and safety of students and staff
- Strong support to focus on students who need it most (students not currently engaging, special populations)

Families

- Survey to all families late October
- Survey to adjust programming option early December

Students

- Survey to students in grades 6-12 in October

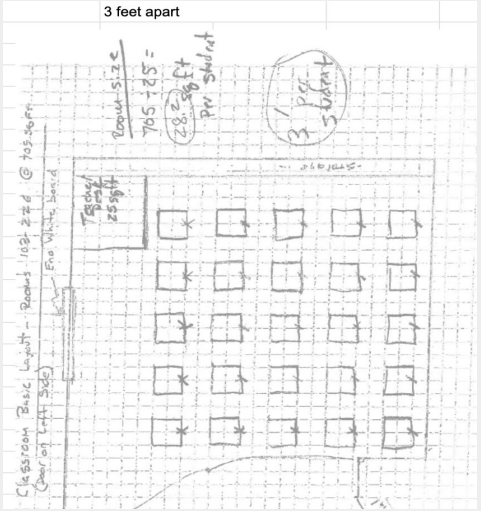
What are other districts doing?

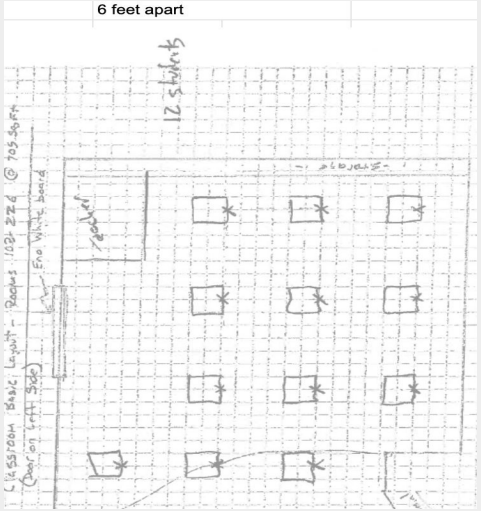
- Fairly even balance on social distancing guidelines being used at local level
  - Approximately half have set guidance at 3 feet and half at 6 feet
- Every district is doing something different, taking into consideration the nuances and needs of their district facilities

Are other districts using a cohort model?

- When feasible yes, because when there is a positive COVID-19 case the number required to quarantine goes up if there is not a cohort model

What does a 3, 4 and 6 foot social distancing look like in a Brunswick classroom setting?

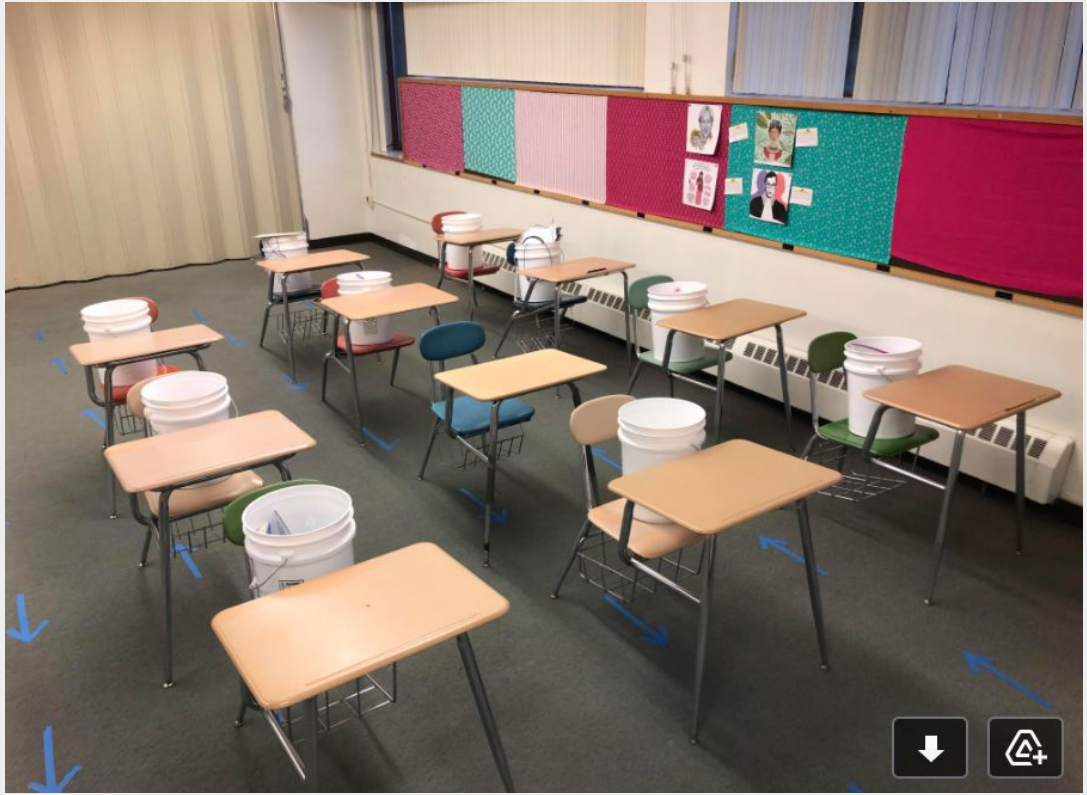




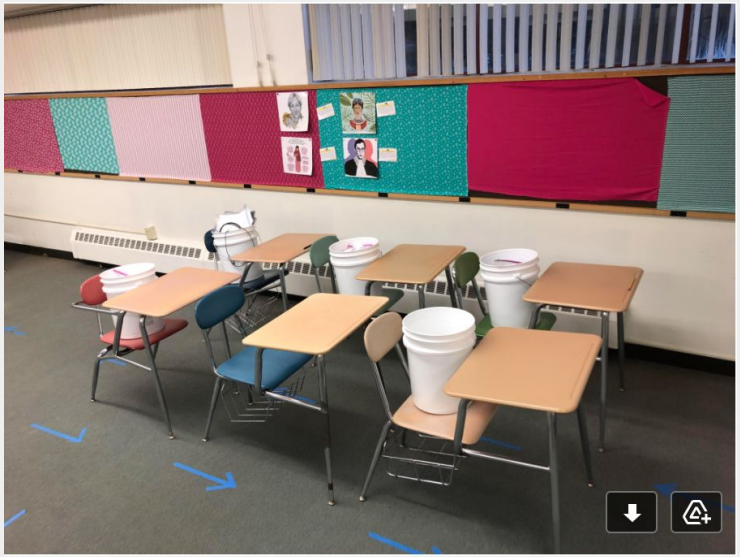
Depending on grade level, a class may have up to 25 students (BSD policy IIB)

What does 6 feet look like?

What does 4 feet look like?



What does 3 feet look like?



If we adjust social distancing between students to 3 feet, our buildings cannot increase to full capacity while still adhering to current Maine DOE Requirements.

(Based on 100% of BSD student population)

Successful Program Development

Needs to be a Collaborative Process

- Input from all stakeholders (staff, students, families)
- Involvement of staff in development and implementation of plans

Being presented tonight are potential scenarios as requested by the Board. Full program development will require stakeholder input and team effort

Guiding Core Values

1. Equity
2. Student and staff health and wellness
3. Whole child approach (healthy, safe, supported, challenged, engaged)
4. Meet students where they are
5. Engineered resilience
6. Organizational nimbleness
7. Stability for students, staff, families, and communities

Programming Scenarios to Increase In-Person Programming Time

BHS Scenario A

Create 2 cohorts instead of 3 cohorts (2 days of in person programming, 3 days remote programming)

Benefits	Challenges	Opportunity Costs
-Extra day of in person instruction each week -Increased in-person social contact	-All student schedules have to be revised -6 foot social distancing does not allow additional capacity in some spaces -All transportation routes need to be redone -Increase need for custodial support -Possible impact on Region 10 students	-Increase of exposure to students and staff -Increase of close contacts and number of people who need to quarantine if there is a positive COVID-19 case.

BHS Scenario B

Extend the school day, 8:00am - 2:00pm (with 2 or 3 cohorts)

Benefits	Challenges	Opportunity Costs
-Additional in person instruction every week (approximately 2 hours) -Increased in-person social contact	-All student schedules have to be revised -Providing lunches safely -Transportation -Possible impact on Region 10 students	-Lose time for individual and small group sessions with remote learners -Potential increase of screen time for remote learners

BHS Scenario C

Create two cohorts that meet in person every day 7:30 - 10:30 am or 11:30 - 2:30 pm

Benefits	Challenges	Opportunity Costs
-Additional eleven hours of in-person instruction every week -Increased in-person social contact	-6 foot social distancing does not allow additional capacity in some spaces -Cleaning between cohorts -Transportation may not be feasible for all students -Providing prep time/lunch for teachers -Start time is earlier than normal HS schedule, impact arrival time for teachers -Lunch (AM group bag lunch when leave, PM group need bag lunch when leave for next day before school)	-Reduction of two hours of synchronous instruction for in-person and remote learners/week -Lose time for individual and small group sessions with remote learners -Loss of flex period -Loss of prep time -Increased screen time for remote learners -Lose professional development time for teachers

Additional Scenarios Discussed for BHS

- **Two cohorts that meet every day from 8:00am - 2:00pm in two separate locations**
- **Two cohorts that alternate between a full week of in person instruction and a full week of remote instruction**
- **Keep three cohorts with each cohort having an extra day (Thursday) every third week**

BJHS Scenario A

Provide 4-days per week programming for all hybrid students, maintain pod structure, and teachers rotating to teach in person

Benefits	Challenges	Opportunity Costs
-Increased in-person instruction time for students in hybrid from 2 to 4 days -Increased opportunity for social interactions -More connection with trusted adults	-Schedules would be redone - teams would be maintained but advisories and class sections would be rescheduled -Pod numbers go from 15 to 20 -If there is a positive case, quarantine numbers will be higher and all teachers on that team will be impacted. This will likely lead to a team learning remotely for a period of time due to lack of staff in building. -Facility and space constraints. -Increased exposures -Transportation -6 foot social distancing does not allow additional capacity in some spaces -Breaks and lunch coverage will be difficult to accommodate -Accelerated math classes will be challenging to reschedule	-Increase of exposure for staff -Less room in classes to move around -Teachers in some areas would be teaching to students in classrooms and students learning from home. -May have families move from hybrid to 100% remote -Sub coverage for teachers as they quarantine

BJHS Scenario B

Provide 4-days per week programming for any hybrid student who wants it, pod structure is maintained, and teachers continue teaching virtually (current teaching model)

Benefits	Challenges	Opportunity Costs
-Increased in-building instruction time for students who want it from 2 to 4 days for approximately 120 students in grades 6-8 (about half of our hybrid population) -Increased opportunity for social interactions -Maintains current schedule	-Pod numbers go from 15 to 20 -Would reach a “choke point” based on capacity of current pod structure -Transportation -Increased exposure for students and staff	-Will not support all students -Breaks and lunch coverage will continue to be a challenge -Sub coverage for teachers as they quarantine -Less room in classes to move around

Additional Scenarios Discussed for BJHS

- **Implement Rotating Schedule (i.e. Week 1 A meets 3X and B meets 2 X; Week 2 A meets 2 X and B meets 3 X)**
- **Continue to identify and add more at-risk and special population students for 4 day in-person programming**
- **Increase outreach to struggling remote students to switch to hybrid model**

HBS Scenario A

Implement 4 day/week, AM/PM model

Benefits	Challenges	Opportunity Costs
-More consistent daily routine of in-person programming	-Families may be unwilling/ unable to shift to 4 days/week -Transportation may not be possible for all students -Figuring out meals -IEPS need to be rewritten -Facility cleaning between cohorts - Schedules would have to be completely redone	-No additional in-person instruction -Reduction in teacher prep time

HBS Scenario B

Implement Rotating Schedule
Week 1 A meets 3X and B meets 2 X; Week 2 A meets 2 X and B meets 3 X

Benefits	Challenges	Opportunity Costs
-Increase of in-person instruction time, average of ½ day/week	-Transportation -Rotating schedule makes it more difficult for families to plan -Cleaning between cohorts will be reduced	-Loss of professional development time to support teachers with programming -Loss of individual and small group support time -Loss of teacher prep time

KFS Scenario A

Change K programming model from 2 days a week to 4 days a week hybrid (4 days replaces 2 days option)

**Only grade level that could be considered due to enrollment*

Benefits	Challenges	Opportunity Costs
-2 additional days of in-person programming -More consistency -Increases social engagement -Likely availability of furniture	-Families may be unwilling/ unable to shift to 4 days/week. -6 foot social distancing does not allow additional capacity in some spaces -Reallocation of staff while maintaining distance option will increase class size(s) in distance class -Current furniture will need to be swapped out to maintain any levels of increased numbers and social distancing - limited onsite space @ KFS -Current lunch procedures have smaller numbers eating in the classroom -Transportation -Lunch will need to be provided in alternative space to classroom	-Teachers will be unable to maintain 6 foot distance -Different than other grade levels - inequity -Traditional classroom setup to maximize space will be constraining and restrict student movement -Will require change of current models of teaching due to limited movement in classroom -All new enrollments will need to be all distance

KFS Scenario B

Transition Pre-K program to 4 day/week, AM/PM model
**Maximum class size 16 by state requirement*

Benefits	Challenges	Opportunity Costs
-More consistency in routines -Increases social engagement	-Families may be unwilling/ unable to shift to 4 days/week -Transportation -Custodial needs to increase cleaning midday -Logistics of providing breakfast and lunch -IEPs need to be rewritten -Families may encounter childcare challenges	-No additional in-person time -Teachers will be unable to maintain 6 foot distance

KFS Scenario C

Implement 4 day/week, AM/PM model across all grades

Benefits	Challenges	Opportunity Costs
-More consistent daily routine of in-person programming	-Families may be unwilling/ unable to shift to 4 days/week -Transportation may not be possible for all students -Custodial needs to increase cleaning midday -Logistics of providing breakfast and lunch -IEPs need to be rewritten - Schedules would have to be completely redone	-No additional in-person instruction -Reduction in teacher prep time -Teachers will be unable to maintain 6 foot distance

Other Scenarios Discussed for KFS

- **Implement Rotating Schedule (i.e. Week 1 A meets 3X and B meets 2 X; Week 2 A meets 2 X and B meets 3 X)**

- **Use Wednesdays as a day when both Cohort A and B are on site**

Guiding Core Values

One or more of the following may be compromised as we move forward with plans to increase in-person programming:

1. Equity
2. Student and staff health and wellness
3. Whole child approach (healthy, safe, supported, challenged, engaged)
4. Meet students where they are
5. Engineered resilience
6. Organizational nimbleness
7. Stability for students, staff, families, and communities

Next Steps & Needs

- **Board Discussion and Q & A**
- **Answers to the following questions:**
  - Reduce social distancing to less than 6 feet?
  - Allow different grades to receive different amounts of in-person instruction?
  - Allow increased student exposures for teachers and ed techs?
  - Allow cohorts to mix?
  - Temporarily replace new furniture with old furniture to allow more students in some spaces?
- **Stakeholder feedback**
- **Ensure staffing is available to support increased access for children with disabilities**
- **Anticipated timeline for program development & implementation**

Next Board Meeting - January 27th @ 7:00pm

Questions?