

Medfield Public Schools
FREQUENTLY ASKED QUESTIONS #2
For October 21, 2020

<p>What is the plan for reentry, or is there a plan for the plan? Conversely, what's the 'Pivot' plan to fully remote?</p>	<p>The district has developed a draft plan with metrics for pivoting to a full in person model and pivoting to a full remote model. The metrics are based on the weekly updates from the Massachusetts Department of Public Health. The district has also put together a dashboard of key indicators that will be posted on the website on Thursday, 10/22 and updated every Thursday by 10:00AM</p>
<p>When can we move to a 3 foot spacing instead of a 6 foot spacing?</p>	<p>We have made student and staff safety our number one priority. In order to move to a 3 foot spacing our teachers and staff would need to be more comfortable with that change. Currently, any districts that have any "full in-person" are doing so at 5.5 feet or 6 feet. These districts have additional classroom space, neighborhood school model, small class sizes or all of the above. Classroom space and having to hire additional teachers are the biggest constraints for Medfield.</p>
<p>What is the priority for a return to full in person learning?</p>	<p>It shouldn't be a surprise that our youngest students have the most difficulty with a hybrid model. Therefore, our priority for return would be with our elementary schools first and then our middle school and high school students. Our preschool students currently have the same instructional time as in a traditional/Pre-COVID school year.</p>
<p>Why are other districts able to do (K-1, K-3) full time and we can not?</p>	<p>Every district has different circumstances. Some have seen a declining enrollment and have additional space in buildings, many are neighborhood schools with small sections per grade level, or class sizes are in the mid teens to begin with even before breaking them into cohorts. These examples highlight the limitations for Medfield.</p>
<p>Why can't we just do regular testing of students and staff?</p>	<p>We are part of a group of districts that began over the summer to investigate testing of students and staff. Cost estimates for this type of program for Medfield is over \$600,000 for the 2020-2021 school year.</p>
<p>Why do Cohort A kids get fewer days</p>	<p>Wednesdays are critical as it is the only opportunity to hold class with both cohorts. In addition, Wednesday classes allow our teachers to</p>

in school? Can they go on Wednesdays those weeks?	provide clarity and set the stage for learning for the coming week. As we have reported before, our buildings are closed and deep cleaned on Wednesdays. This may change in the future, but this is our current model.
Have you thought about ½ days all week, one week in, one week out, all in now, all out now and cancel breaks to bring all back in the spring?	We have been working on a different model for grades K-5 that would include live instruction for 4 days a week. More information will be released in the coming weeks.

Hybrid and Remote Learning

How will the schools, across all grades, deliver the state curriculum standards, and continue to fulfill the higher expectations we have of the Medfield Public Schools?	<p>Medfield Public Schools has always met the state’s and our community’s expectations and will continue to do so. Daily instruction continues to be guided by the Massachusetts Curriculum Frameworks that have been in use since 1995.</p> <p>That said, all stakeholders need to recognize that foundational structures around learning and teaching were significantly impacted by this global pandemic, including a reduction of required hours and a change of format. Teachers have and will continue to meet state curriculum guidelines as they assess the best way to meet learning objectives. However, how they teach and evaluate will likely be different from years past. What is critical to remember is that teachers are engaging students face to face and remotely in various ways, all with the larger goal of meeting curriculum framework standards and students’ socio-emotional well-being.</p>
Why isn’t the remote cohort able to live stream into class with their counterparts?	A fundamental tenet in instructional design is to align instruction, assessment, and evaluation practices with the overall objectives of a lesson. Therefore to best support student learning, it is essential for teachers to implement an array of robust teaching practices to meet the variety of learning objectives present within a typical curriculum unit.

Mandating a single instructional method, such as live streaming, limits teachers to use a single method that may or may not align with that particular lesson's objectives. This narrowing of instructional practices may stymie the teacher's ability to develop learning environments that best support student learning.

Moreover, it is also important to remember that a child's development level is also a factor in the potential success of live streaming for a particular lesson. Older students typically engage with live-streamed classes much more successfully than younger students.

Keeping this fundamental understanding of instructional design in mind, Medfield Public Schools continues to support teachers with both technology and professional development to make sound instructional method choices that leverage deep learning. Concrete action steps in this area include expanded access to robust professional development opportunities, the acquisition of higher capacity hardware and impactful software licenses, and the district-wide sharing of best practices that emerged this past Spring.

In addition, the district has prioritized synchronous learning, defined here as learning environments in which the in-person cohort and remote cohort learn concurrently. Live Streaming is one synchronous learning method, but not the only one. It is important to note that this is a newly emerging field in Curriculum and Instruction, gaining traction only within this present pandemic. Therefore our district continues to grow and expand our knowledge base on best synchronous learning practices. To support this endeavor, Medfield Public Schools offers training, curriculum support, and access to hardware/software to any teacher interested in utilizing synchronous learning within their classroom. Working with the administrators and technology integrationists, teachers who implement synchronous practices reflect upon self-study data to refine and improve their instruction and share their experiences with others. Week by week, more and more teachers are utilizing synchronous learning experiences with their students.

Beyond these individual-focused experiences in synchronous learning, the *Medfield Public Schools Synchronous Incubation Lab* was recently launched. Within this cross-district group, teachers are interested in

	<p>learning more about synchronous teaching work together to develop a repository of best practices that can be shared with the district. Like many other districts, Medfield teachers are not required to live stream as negotiated during the collective bargaining process.</p>
<p>Will my Kindergartener learn how to read?</p> <p>Will my 11th grader /senior have any kind of chance of getting into college?</p>	<p>The district is currently developing a model where K-5 students receive live in person instruction four days a week. As shared above, Medfield Public Schools has always met the expectations of the state and our community and will continue to do so. As such, Medfield students receive a robust whole-child experience that provides them the academic, social, and organizational foundation to thrive throughout their K-12 experiences and beyond.</p> <p>To ensure that students meet curricular expectations, Medfield Public Schools utilize various forms of data to inform instruction and instructional support. As true in all years, all elementary students participate in standardized testing to identify strengths and learning gaps in both Reading and Math. These assessments are given three times throughout the year and can be completed in any learning environment. New this year is the acquisition of software-based curriculum materials that interface directly with our standardized assessments. This alignment allows for targeted learning experiences for all students at all levels and in any environment. Moreover, this software provides additional data points that the teacher, special educators, and interventionists/specialists can use to support children to meet grade-level learning outcomes.</p> <p>In grades 6-12, department chairs work directly with teachers to focus curriculum and instruction on meeting state standards and provide the skills and knowledge necessary for success the next year. In practice, this means that departments are reviewing curriculum expectations and prioritizing those required and those that provide the most impact in the ensuing years- “power standards”.</p> <p>It is important to note that our upper-level students’ experiences during this pandemic have not been forgotten. Colleges and universities have modified their admission expectations and timelines in light of this unprecedented event. Moreover, Advanced Placement course curricula have been reviewed to ensure fidelity to AP exam expectations while allowing for the adjusted schedule and format of this academic year.</p>

	<p>Parents/guardians seeking more information about college admission and/or AP should contact their child’s guidance counselor.</p>
<p>Have the state curriculum standards been modified?</p>	<p>At this point the Massachusetts Department of Elementary and Secondary Education has not modified the state standards this academic year. The Medfield Public Schools is focused on making all educational experiences meet state framework standards expectations.</p>
<p>How valid are the estimates of class instruction time out of school?</p>	<p>All three models within our Reopening Plan exceed DESE Structured Learning Time requirements and estimate the average student’s ability to complete asynchronous learning activities.</p> <p>Given the variability possible within these estimates, building administrators and teachers consistently gather data to assess whether or not learning experiences align with the time estimates provided. Adjustments are made if completion estimates do not align with building level expectations.</p>
<p>My child is done by 9:30 a.m./ my child is struggling to engage /my child on an IEP/ 504 is not getting the services/accommodations they would if they were fully in school 4-5 days a week. How do we address the learning differences between students in this model?</p>	<p>If your child is not engaging with the material as prescribed, either spending too little or too much time to complete a learning experience, parents/guardians should reach out to the child’s teacher. There are various possibilities involved in understanding why their individual experience does not align with the estimated length of the assignment.</p> <p>In cases related to IEP services and accommodations please reach out to your child’s liaison first. This is the person listed on your student’s learning plan. Each team has collaborated with the family to create an individual learning plan for every student in the district on an IEP. This plan spells out exactly what the services and accommodations will look like throughout the week while MPS is engaged in hybrid learning. These are not finalized plans but rather fluid documents that work with the student throughout the year. If you have concerns or questions about the plan or your student’s access to the curriculum, reach out to the liaison to discuss. Learning plans are being updated regularly and a new copy will be mailed out to you after each update.</p> <p>For a student on a 504 plan, the first point of contact is the guidance counselor. Each guidance counselor reached out to families at the beginning of the school year to discuss accommodations to support student access to the learning environments. Again, these conversations can change and adapt as the year unfolds. If you have</p>

	<p>specific concerns or questions, reach out to your child’s guidance counselor to discuss continued supports available.</p> <p>All teachers across the district are encouraged to provide multiple ways to engage with the learning material and demonstrate understanding. Now that the school year has been launched and teachers are gaining more comfort in their hybrid teaching practices, more differentiation of curriculum materials will occur. We encourage you to continue to partner with the staff to discuss experiences that your student may have so that we can further determine ways to differentiate to support all learners.</p>
<p>How can I, as a teaching partner, and my child, get fast help for day to day tech issues, questions about how to upload, manage software glitches, manage google classroom, access and upload assignments without emailing the teacher?</p>	<p>Across the district, students, parents, and guardians should reach out to the teacher in case of technical difficulty. The teacher is best positioned to provide support on <u>routine</u> technology issues.</p> <p>If the issue is more complex, parents/guardians/students should contact the following: gmailsupport@email.medfield.net</p>
<p>If we have to maintain this model through the year, what do we have to do to make those 2.5 days a week at home real school, not fake school?</p>	<p>Although this learning format is different from anything we’ve experienced, we are very much in real school. As shared above, learning and teaching will look very different from years past. However, participation in a remote environment does not mean that there is a lack of meaningful learning. Teachers continue to develop their skills in crafting and implementing an array of teaching strategies to best meet curriculum standards and their students’ needs.</p> <p>If parents/guardians want to supplement their child’s classroom experience with enrichment activities, they are encouraged to visit the Medfield Public School Hybrid Webpage. Contained within this dedicated site are various grade and subject-specific resources that</p>

	students and parents can explore to support additional learning experiences.
Is there curriculum map information that can be shared with parents?	The Massachusetts Department of Elementary and Secondary Education curriculum guides, which inform content and curricular goals for grades K-12 are posted on our website .

Communication

Who’s making these decisions that we’re presented with? What role does the School Committee play, how much influence does the MTA have on these decisions?	The superintendent typically works with the Leadership Team and teachers to find workable solutions. In terms of the Reopening Plan decisions, the school committee will typically vote on recommendations from the superintendent. Any changes in working conditions are required to be negotiated as outlined in MGL Chapter 150E.
What was the District’s process for these decisions? It doesn’t seem transparent.	All aspects of our Reopening Plan have been transparent. A committee of 90 parents, students, teachers, staff, school committee, and administrators provided input for the development of the plan. Multiple public meetings took place in July, August, and September, in addition to email updates from the superintendent.
I missed the memo on the bus. What should I do?	As of this week, all students that were on the waiting list and are entitled to bus transportation have been placed on a bus.
How can I/my student find standardized information quickly and without searching through Google classroom,	For grades K-8, your child can refer to the virtual notebooks which provide the links and information for each academic area all in one spot. For the high school, the Google Classroom sites for each class have all of the links, assignments and expectations for each area. For overall questions regarding the schools, safety and health parameters, and overall plans for the district, please refer to the

<p>the website and multiple emails to find out the information?</p>	<p>Medfield Public Schools Back to School Guide for Parents and Guardians.</p>
<p>My student gets too many emails but not about things he necessarily cares about. What should he do?</p>	<p>With the shift to remote learning, teachers are relying on Google Classroom more and more to disseminate and collect student work. It’s an amazing tool. The default settings for Google Classroom send an email confirmation for a variety of actions. While many students find this helpful, others find it overwhelming. For students who want to adjust their Google Classroom email notification settings, please review this advisory.</p>
<p>I’m a parent of two students and I get too many emails. In addition, I have no idea who they are from, what they pertain to, or if it’s actually a high priority/action needed document. Help!</p>	<p>Teachers across the district utilize email as a tool to communicate with parents. Unfortunately, it can get a bit confusing for parents, especially if there is a child at Blake Middle School or the High School. There’s a number of teachers!</p> <p>The district is working to improve the experience for parents/guardians and to make email communication more clear. For example, teachers are adopting signature lines within their email communication to identify their school and subject/grade level. Within Aspen-generated emails, which frequently cc parents/guardians on emails) teachers are adopting “Dear Student” or “Dear Family” so the intended audience member is clear at a glance.</p>
<p>Could you help me? I can’t find basic information on the front page of the website for each school.</p>	<p>In addition each school’s dedicated website, tons of information is easily located on our district site: www.medfield.net. Here, there are building-level links as well as links to our Reopening Plan and the MPS Hybrid Learning website.</p> <p>If you still cannot find specific information, feel free to reach out to your child’s building principal.</p>

Mental Health and Social Challenges

<p>Remote learning is hard for many kids. What is Medfield</p>	<p>Hybrid and remote learning poses executive functioning difficulties for even the highest functioning students and staff. The district is implementing organizational tools to support these challenges</p>
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<p>doing to provide executive function support for students?</p>	<p>including the consistent use of Google Classroom at the high school level and the virtual notebook for Grades K-8. However, even these organizational tools can still prove too complicated for students. Reach out to your child’s teacher, guidance counselor or liaison to discuss their individual needs as well. Staff are creating many individualized methods to support students executive functioning challenges during hybrid learning. The District further plans to partner with outside resources to bring in presenters to continue to discuss ways to support executive functioning.</p>
<p>Hybrid creates more isolation than necessary in the current cycle of the virus. Get kids back to school to make connections! Winter is coming...</p>	<p>The District recognizes the need for social interactions and connections and that is why a priority was made to bring students back this Fall. Schools are offering after school activities both in person and remote in order to support making connections and continuing to build interest in activities that students took part in prior to COVID-19.</p>
<p>I feel that at the HS the workload has increased significantly. Is this true?</p>	<p>With the switch from a traditional format at to hybrid one, the amount of work hasn’t necessarily changed. Rather, the visibility of how students learn new concepts is probably different. Specifically, learning opportunities that had usually occurred entirely within the classroom, such as completing graphic organizers, participating in activities, and collecting data, are now much more likely to be completed from home.</p> <p>If you feel that your child is spending too much time completing assignments, please contact your child’s teacher. As shared above, there are various possibilities involved in understanding why their individual experience does not align with the estimated length of the assignment.</p>
<p>At the early elementary school level the joy of in-school days seems in contrast to remote days in which parents</p>	<p>The remote days can feel more lonely and therefore often require more transparency for students. Help your child to create a schedule so he/she understands what the day will look like. Start each day with the morning check in so students can see their teacher and other students. Provide opportunities for breaks that allow students to move their bodies and refresh but help them understand the expected plan/schedule for the day.</p>

report resistance, tears and tantrums.	
What is the plan to educate the children who are not ill but must quarantine for 14 days at home because they've been exposed either in the community or in the classroom? If they fall ill, will their absences be categorized differently?	Students in K-5 that need to quarantine should reach out to their child's principal so coordination can take place with the classroom teacher. Students will receive additional work on the in person days but can participate with the virtual notebook on remote days. In Grades 6-12, the student's guidance counselor will become the point person to support the student and family through an extended absence.
With so little in-school time, is there a specific plan for children who have been ill even a day or two to "catch up?"	Medfield Public Schools have created a cohort model as outlined in the Department of Elementary and Secondary Education's Initial Fall Reopening Guidance (June 25, 2020) . As such, for the protection of all of our students, we will not be able to accommodate students to attend classes outside of their cohort. As shared above, students can work with their teacher to make up assignments.

Facilities

Can we close the bus windows? It's cold!	The DESE guidelines still require that windows need to remain open at all times during operations. A district can consider closing windows only during extreme weather conditions.
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	<p>Extreme Weather Conditions are a weather event such as snow, rain, drought, flood, or storm that is rare for the place where it occurs.</p> <p>https://www.encyclopedia.com/environment/energy-government-and-defense-magazines/extreme-weather</p>
<p>What evidence is there that points to keeping classroom windows open?</p>	<p>The virus that causes COVID-19 appears to spread less in outdoor environments and areas with improved ventilation. To mitigate the spread of the virus the CDC recommends that we increase fresh outdoor air by opening windows. In extreme weather conditions we will limit the amount of outdoor air in classrooms.</p>
<p>What chemicals are you using to clean?</p>	<p>Classrooms are regularly disinfected with a solution called (Bioesque) that is EPA approved to kill the COVID-19/SARS/Flu viruses in 4 minutes.</p> <p>https://bioesquesolutions.com/botanical-disinfectant-solution/</p>
<p>Have you thought about using gyms/ cafeterias/ etc. to fit kids in?</p>	<p>Yes, across the district, gyms, libraries and cafeterias are being used in various capacities as classrooms, such as for Cohort C areas, teacher work areas, COVID-19 medical waiting areas, and storage for furniture that was required to be removed from classrooms.</p>

Other

<p>Where are the K and Preschool deposits from last spring?</p>	<p>The deposit for Preschool and K tuitions that we collected in the spring of 2020 is applied to the last month of tuition for June of 2021. If this is in reference to the 2019-2020 school year, the tuition for the spring of 2019 was applied to the tuition payment for June of 2020.</p>
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