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MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A §§18-25 and the Governor's March 12, 2020 Executive order

Marblehead School Committee

Name of Board or Committee

Address: Zoom Conference join via the web link or Dial in

Link:

<https://zoom.us/j/95440284493?pwd=b2Ztc0VxTHITL0FPayt6SEZyNnNZZz09>

Dial in Phone # (415) 762-9988 with ID and follow prompts

Meeting ID: 954 4028 4493

Password: 039947

Thursday	August	6th	2020	7:00pm
Day of Week	Month	Date	Year	Time

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

- I. Call to Order
- II. Public Comment
- III. Reentry Plan Discussion (Vote)

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Sarah Gold
Posted by: Lisa Dimier
Date: 8/4/2020

Information on purchasing courses with instructional services provided through Commonwealth of Massachusetts Virtual Schools (CMVS) (DESE Remote Learning Option 4) – August 4 2020

[See [Remote Learning Guidance for Fall 2020](#) issued on July 24, 2020, page 13, for more details about this option.]

Districts may purchase individual courses or a bundle of grade level courses from either of the two Commonwealth of Massachusetts Virtual Schools: Greenfield Commonwealth Virtual School (GCVS) or TEC Connections Academy Commonwealth Virtual School (TECCA).¹ This option allows the student to remain enrolled in their district. The CMVS provides the Massachusetts certified teacher, the learning management system/curriculum platform, the courses, synchronous and/or asynchronous content, and technical support. **However, districts must assign educators and/or other staff members to monitor student progress and provide additional supports.** The table below provides a list of offerings, brief descriptions, and costs. Each school offers different educational experiences.

Please Note: Districts are encouraged to review all the information carefully and to contact each partner directly to determine what will best meet the needs of their students and families. Both CMVS partners will also provide a fully technology-supported computer² for an additional \$300/semester with any of the services below.

Service	GCVS	TECCA
1. Single Core Course with a MA Certified Online Teacher for one student	With this license, a student takes any single core course (English, mathematics, social studies, <u>or</u> science) in the GCVS library. GCVS' single course is asynchronous. Grades 6-12; \$250/License/Semester	With this license, a student takes any single core course (English, mathematics, social studies, <u>or</u> science) in the TECCA library. TECCA's single course is both synchronous and asynchronous, with live teaching twice a week. Grades K-12, \$350/License/Semester
2. Core Bundle of Courses with MA Certified Online Teachers for one student	With this license type, a student takes a "bundle" of core courses in the GCVS library: English, mathematics, social studies, <u>and</u> science, plus one elective. GCVS' core course bundle is asynchronous for 6-12. Grades 6-12, \$1,150/License/Semester	With this license type, a student takes a "bundle" of core courses in the TECCA library: English, mathematics, social studies, <u>and</u> science. Each course is both synchronous and asynchronous, with live teaching twice a week. Grades K-12, \$1,270/License/Semester
3. Live Courses with MA Certified Online Teachers for one student	GCVS will offer fully live synchronous courses with teachers, which can be purchased for a single student or an entire class. For this option, students will follow the GCVS schedule, and the learning coach could be a parent or district teacher. Single live courses are only available for grades 6-12. \$575/License/Semester K-5 grades live classes are only offered in bundles. \$2,875/semester per K-5 bundle.	NA

^[1] See [603 CMR 52.05\(12\) Individual Online Course Enrollment](#). A student may take some classes online when such classes are approved by the district in which the student attends school. The student will be counted in the foundation enrollment of the district of residence and such courses shall be reported as online courses in accordance with Department guidelines. A virtual school may charge a district or a school for individual courses, provided the virtual school reaches an agreement with the district or school. See also [Acts of 2012 Chapter 379](#) (k) If a commonwealth virtual school offers online courses to students attending other schools, the commonwealth virtual school shall work with the student's district or school to determine whether the online courses meet said district's or school's standards and requirements and what the commonwealth virtual school will charge the student's district or school for such online courses.

² The CMVS ships the computer, fully equipped with all necessary course related and security software, to the student. If the CMVS technology team cannot fix any problem remotely, the computer is replaced.

Key Information	GCVS	TECCA
School Website	https://www.gcvcs.org/	https://www.connectionsacademy.com/massachusetts-virtual-school
Course Offerings	<ul style="list-style-type: none"> • Elementary (Live) • Middle School (Live) • Middle School (Flex) (asynchronous) • High School (Live) • High School (Flex) (asynchronous) 	<ul style="list-style-type: none"> • Elementary Curriculum • Middle School Curriculum • High School Curriculum
Learning Management System/Curriculum	Florida Virtual for live classes Edgenuity for asynchronous classes	Pearson Connexus
Customer Support	Phone support, chat, and a web-based help desk for technical support are available Monday-Friday: 7:30 a.m.-7:30 p.m.; Saturday and Sunday: 8 a.m.-4 p.m. Call (413) 475-3879 or email support@gcvcs.org	Comprehensive technical support is available Monday-Friday, 9 a.m.-9 p.m. After hours, requests are recorded and responded to the next school day. Call 1-800-382-6010 or email support@tecca.connectionsacademy.org
Who do I contact to partner with one or both of these providers or for more information?	Michelle Morrissey Enrollment and Recruitment Specialist 413-475-387 mmorrissey@gcvcs.org Salah E. Khelfaoui Executive Director/Superintendent skhelfaoui@gcvcs.org	Patrick Lattuca Superintendent 1-774-315-5123, ext. 316 plattuca@tecca.connectionsacademy.org
Do I need to conduct a local procurement process to purchase services from one or both partners?	No. Per state law, districts are permitted to directly purchase courses from Commonwealth of Massachusetts Virtual Schools.	
Who at DESE do I contact with questions about this option?	Alison Bagg, Alison.W.Bagg@mass.gov , 781-870-7277 Ruth Hersh, Ruth.E.Hersh@mass.gov	

Information on purchasing student licenses for a Learning Management System (LMS) with full course content included but without instructional services (DESE Remote Learning Option 5) – August 4, 2020

[See [Remote Learning Guidance for Fall 2020](#), issued on July 24, 2020, page 14, for more details about this option.]

The Department has reviewed the services provided by the partners outlined below and has determined that they best meet the basic requirements outlined in the recent [RFR for a Learning Management System \(LMS\) aligned with the state curriculum frameworks populated with a full suite of grade K-12 courses](#). District educators can use the platforms below to help students learn the basic curriculum standards through a fully remote/virtual and largely asynchronous model.

While these platforms do not depend on frequent synchronous live teaching, they do require educators to teach, support, and coach students. The table below provides information about each partner’s services and costs.

Please Note: The cost information was submitted to DESE as part of the bid process, but each partner has different pricing structures. Districts are encouraged to review all the information carefully and to contact each partner directly to determine what will best meet the needs of their students and families.

Basic Licensing Cost Info	Edgenuity	FLVS Global
A note about site and enterprise licenses:	For grades 6-12, Edgenuity offers site licenses based on the total student enrollment at each physical site, which allows all students at the site access to the platform and courses for a single annual fee. Extra course add-ons and requested features are available at an additional cost.	For grades K-12, FLVS Global offers enterprise licenses based on the total student enrollment in the district, which allows all students in the district access to the platform and courses for a single annual fee. Extra course add-ons and requested features are available at an additional cost.
Elementary (Grades K-5)		
Per pupil license	\$200 with minimum of 250 students	\$199 with a minimum of 25 students
Site/enterprise license	No	Yes
Ex: 100 students	\$50,000 (due to 250 student min.)	\$19,900
Ex: 1000 students	\$200,000	\$199,000
EX: 2000 students	\$400,000	\$398,000 (but \$187,500 with a K-5 enterprise license)
Ex: 10,000 students	\$2,000,000 (volume discounts available)	\$1,990,000 (cost would be less with an enterprise K-5 license)
Middle School (Grades 6-8)		
Per pupil license	\$250	\$199
Site/Enterprise license	Yes	Yes
Site/Enterprise license information	Site license costs range from \$4,000 (up to 100 students) to \$13,500 (1,001+ students) per site and are best suited for sites with more than 16 students.	Enterprise licenses are best suited for districts with more than 2,000 students (see elementary examples above) and can be combined across grade spans.
High School (Grades 9-12)		
Per pupil license	\$350	\$199
Site/Enterprise license	Yes	Yes
Site/Enterprise license information	Site license costs range from \$5,000 (up to 100 students) to \$18,000 (1,001+ students) per site and are best suited for sites with more than 14 students.	Enterprise licenses are best suited for districts with more than 2,000 students (see elementary examples above) and can be combined across grade spans.
For full pricing information:	Contact Greg Moore (see below)	Contact Jennifer Slater (see below)

Key Information	Edgenuity	FLVS Global
Website	https://www.edgenuity.com/	https://www.flvsglobal.net/massachusetts/
Professional Development for Educators - Examples <i>Note: DESE is planning to sponsor state-level training sessions for educators in August depending on district interest.</i>	Elementary: \$5,000 for 20 participants, asynchronous and live virtual training, 10-12 hours. Secondary: <ul style="list-style-type: none"> \$2,500 for 50 participants, 5 virtual/hybrid webinar series (13.5 hours total) \$2,500 for 25 participants, onsite training day (6 hours) \$500 for 25 participants, virtual training session (3 hours) 	Elementary and Secondary: <ul style="list-style-type: none"> \$250/hour for 25 participants, webinar \$100/hour for 10 participants, consultation \$199/hour for 5 participants, technology consultation \$195/teacher for a 6-hour, non-facilitated course (<i>Becoming an Effective Online Teacher</i>)
Course Catalog	Grades K-5: Elementary Course List Grade 6-12: Massachusetts Course List English Language Development Courses for grades 4-10 (extra cost) Career/Technical and other courses (extra cost)	Grades K-12: FLVS Global Massachusetts Course List Career/Technical and other courses (extra cost).
Can I try the platform out and see some sample courses before making a decision?	Yes. Please contact Greg Moore (info below) to request trial accounts.	Yes. Please contact Jennifer Slater (info below) to request trial accounts.
Customer Support	Phone support, chat and a web-based help desk option for all customers and end users: students, parents, educators, administrators, etc. Standard Support Hours are M-F: 7:30 a.m.–9:30 p.m.; Sat. and Sun.: 9 a.m.–5 p.m..	Direct customer support to students and families is available M-F from 7 a.m.–9 p.m. Note: If a district would like to manage student and family support directly with FLVS providing support to district leaders (and not directly to families), the cost per pupil is discounted by \$25.
Who do I contact to partner with one or both of these providers or for more information?	Greg Moore Account Executive 774-238-0945 greg.moore@edgenuity.com	Jennifer Slater Account Manager 484-614-7624 jslater@flvs.net
Do I need to conduct a local procurement process to purchase services from one or both partners?	No. The Department has conducted a statewide bid process, and districts may purchase off of statewide contract 20CEOCC1. Please contact Al Rego at Albano.Rego@mass.gov .	
Who at DESE do I contact with questions about this option?	Cliff Chuang, Senior Associate Commissioner cliff.chuang@mass.gov , 781-605-5573 Leo Brehm, DESE Technology Consultant leobrehm@capecodcollaborative.org , 774-469-0011	



Superintendent's Reopening Update

8/6/2020

Our plans for reopening since our meeting on July 28, 2020 have continued to evolve and change as a result of updated guidance and information from DESE and community input obtained through three (3) listening sessions and a staff listening session. The Reopening Committee and subcommittees have continued to meet, often multiple times a week. Feedback from the listening sessions for the working groups to address included:

- Remote learning as executed last spring was a concern for our families and will be improved.
- Consistent with what we heard from the School Committee, families seek consistency in the scheduling so that they can manage other responsibilities (childcare, work, etc).
- While community members largely recognized the need for teacher planning and training time, they requested that we look for ways to maximize instructional time, giving our students more face-to-face opportunities with their teachers.

To address this feedback the Teaching and Learning Committee (PreK-6 & 7-12) looked at a variety of alternatives. Examples of hybrid schedules from other Massachusetts districts, school systems across the country and in some instances around the world were reviewed and considered alongside the information obtained through listening sessions and new information from DESE. What we have at this point is a hybrid model that:

- Provides for a consistent Cohort for students across the District.
 - K-12 students divided into two cohorts.
 - Cohort A - last names A to Koo - Monday & Thursdays - floating Wed.
 - Cohort B - last names Kor to Z - Tuesday & Friday - floating Wed.
- Maintains a consistent schedule for students across the District.

School	Arrival	Dismissal
Eveleth	7:45	11:45
Glover	8:15 (7:45 K)	12:15 (K 11:45)
Coffin	8:15	12:15

Village School	8:00	12:00
Veterans School	8:00	12:00
High School	8:00	12:00

Hybrid Model:

All students will receive four hours of in-person teaching in both Cohorts with an additional four hours of in-person instruction every other week on Wednesdays. Time on learning continues with asynchronous and sometimes synchronous activities in the afternoons. Time on learning cannot be calculated simply by looking at in-person alone. Students will be responsible for attending all synchronous sessions while remote. Assignments will be provided, collected and graded throughout both in-person and remote learning times.

In our proposed hybrid model, lunch is not served at school. That said, we will be offering food service to students and families who need/want to take advantage of a meals program. We are exploring options where families can pre-order meals to facilitate access to this program for potentially all families.

Eric Oxford, our Director of Special Education, is working on Special Education services and ensuring that we are providing them per DESE guidelines and guidance, if not exceeding them. He continues to work on Pre K and our ability to offer a full day option, if possible. Special Education students and EL students, according to DESE guidance, should, when safely possible be afforded the opportunity for in-person instruction. Eric has a DESE call update on Thursday.

Remote Learning (see Appendix for sample schedules)

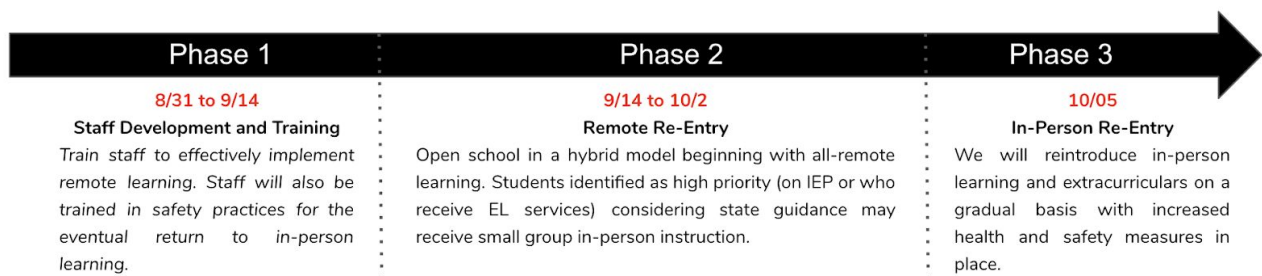
I think it is fair to say that it is almost certain that we will return to full remote learning at some point or points this coming academic year. Our Reopening Committee has considered how best to approach a return to school with an appreciation that we will have to launch remote learning for all students at some point. **With that in mind, I strongly recommend we begin with a remote learning launch for all students and a phase into the hybrid model.** This accomplishes two things: it provides an opportunity for us to do remote learning well, and it allows us to address ongoing feasibility questions about how best to safely return students and staff to in-person instruction. The initial Remote Learning phase model will be different from Remote Learning for students who elect to remain in this model once we phase into our hybrid model.

The Commissioner has issued the Remote Learning options that the state will make available to Districts. As promised, those provide a depth of opportunity from a full MA online learning platform to course specific options (at all grade levels) for families to elect. I am including the [Commissioner’s Memo of Remote Learning options](#). I was pleased to see Edgenuity as an option as MHS has used and is a current subscriber to this platform and can easily increase the number of students who elect to pursue course work with this program. I think it is critically important to share that ANY remote learning option offer comes with the directive **that districts must assign educators and/or other staff members to monitor student progress and provide additional supports**. It is important that families who want to elect, possibly for the year, full remote learning at this time consider beginning with this option.

In speaking with our building principals, once we know the specific number of students who wish to elect full remote learning, we have the ability to offer Marblehead educators to guide and support their learning. Among the considerations:

- A Marblehead teacher at each grade level K-6 as a remote learning teacher. If numbers at a grade level do not support one teacher, a mixed grade level might be assigned a teacher. IE if there are five students in first grade and three students in second grade, we might consider assigning one teacher to a 1-2 remote learning teacher from Marblehead.
- MVMS will have one cohort of students at each grade level on remote learning. That cohort will move through the schedule together, and follow the same schedule of classes that are happening in-person. Classes will be delivered via Google classroom or zoom to the students on remote learning. An additional staff member will also be the coordinator for students on remote learning.
- MHS would use MHS teachers to support Edgenuity programming or other remote learning activities. Content specific courses make MHS capacity an issue for teacher directed instruction.

As stated many times, the conditions are fluid and we will need to expand or narrow our offerings as those change. **I am confident that we are best served to start slowly and increase the amount of time in-person as we see how these initial plans play out from guidance to practice.** I envision the following timeline:



We are developing an “expectations” portion for this outline, which would provide an overview for what administrators, teachers and students/families would be doing in each phase of our implementation. This approach addresses questions of both structure and feasibility. The question of being able to return to school remains rooted in being able to return to school safely. The phased approach gives administrators and educators the opportunity to return to the buildings and classrooms to provide robust remote learning while addressing the feasibility of safely returning students with protocols and practices clearly in place and understood.

Bringing students back to in-person instruction continues to be our priority. Being able to do so safely needs to outweigh any other factor. Being able to do in-person hybrid learning safely and remote learning well simultaneously presents a significant challenge with potentially dangerous outcomes. As Superintendent, I would recommend a **return to hybrid through remote learning as the best and safest option in front of us at this time**. It takes into consideration the diverse and compelling needs of all of our stakeholders. It has the support and endorsement of our Reopening Committee, various subcommittees and the Marblehead Board of Health. As I have suggested several times, there are no right or wrong answers but there are potentially some very dangerous ones. Being able to return to our in-person hybrid learning model through a phased remote learning approach is what I endorse for your consideration at this time.

Final Plan Submission

Monday’s call with Commissioner Riley came with some confusion from Superintendents as to what was being submitted Monday, August 10. Many of us understood from prior guidance that we would have a final submission template, similar to the preliminary draft that we did on Friday, July 31. From his explanation, Districts are being asked to email their plans to DESE. They will not be providing any submission form, template or guidance; to say this was not the understanding of many district leaders would be an understatement. He did indicate DESE would be providing feedback on the preliminary draft submissions. With 298 public school districts in the Commonwealth, I am unclear how they would be able to provide feedback prior to the, now requested, email of a district's final plan. To our credit and to the credit of the Reopening Committee and subcommittees, we have been developing a comprehensive document for Reopening since July 1, At this time, the document outlines all aspects of reopening from feasibility to the three plans - in-person, hybrid and remote. It is currently over forty pages in length, with my belief that it will likely be over fifty when done. This is what we will submit on Monday, August 10.

Community Feedback and Surveys

Next week we will be hosting additional listening sessions hosted by building leaders and program directors. We will also be issuing a new survey for parents to select their choice for returning to learning - hybrid or remote. We will provide families with an opportunity to revise

their choices at quarter and/or trimester transitions. Next week's survey would be an initial choice and unlike some districts would not lock a family into that choice for the year.

APPENDIX A

Elementary Remote Learning

Before going into remote learning, efforts will be made to ensure students have physical materials such as reading and math textbooks and journals to record ideas. In this way, while students participate in online instruction, they also have access to low-tech learning options.

Staff will be available at the beginning of each day at an assigned Google Meet/Zoom check-in to support any technology help students or families need. Each day begins with attendance . All students will participate in a beginning or end of day community circle that serves as an SEL check-in .

Each day students participate in direct instruction in all four content areas; ELA, Math, Social Studies, and Science. Each lesson will include no more than 30 minutes of whole group instruction and explanations followed by independent work or teacher-led small group teacher-led instruction. We anticipate that over time, as students and teachers build more routines, we all will build more stamina.

When using technology, the goal is that students will be interacting with the content using tools. All student assignments and materials will be organized on Google Classroom, or in See Saw for grades K-2, and all teachers will use the same format for their Google Classrooms. Students will also make use of curriculum websites to access online math and reading materials. The program CLEVER will be introduced to streamline password organization for both students and staff.

We believe that the arts, music, wellness, library media, and digital literacy are essential components of a student's overall education. Therefore, specialists will be scheduled into the school day and provide for synchronous instruction. Classroom teachers will be present during this session. Instructional specials classes will be scheduled throughout the day and provide synchronous instruction. Preference will be given when possible to scheduling sessions, not within literacy and math instructional blocks.

SAMPLE FULL REMOTE learning schedule for elementary school students.

Time	Activity	Student Expectation
8:00-8:15	Tech help/ Announcements/	Students seek out supports for technology needs. Students participate in school based announcements and school wide activities.
8:15-8:30	Community Building	All students participate in a synchronous community building and review expectations and daily objectives.
8:30- 9:30	Content Block	Provide whole group synchronous instruction using mini-lesson structure. Includes direct instruction, guided practice, independent practice, individual conferences.
9:30-10:00	Independent and Small groups	Students work independently on assignments asynchronously, work in small and collaborative groups synchronously. Teacher conferencing.
10:00-10:15	Snack/ Movement and Screen Break	Students participate in snack/movement break independently. It is recommended that this be time away from a device.
10:15-11:00	Content Block	Provide whole group synchronous instruction using mini-lesson structure. Includes direct instruction, guided practice, independent practice, individual conferences
11:00-11:15	Independent and Small groups	Students work independently on assignments asynchronously, work in small and collaborative groups synchronously. Teacher conferencing.
11:15-11:30	Movement Break	Students participate independently in a movement break. It is recommended that this be time away from a device.
11:30-12:15	Allied Arts Content Block	Synchronous Instruction
12:15 - 12:30	Closing Routine	All students participate in the community building synchronously
12:30-1:30	Break and Lunch	
1:30-2:25	Remote Learning	Students participate in asynchronous instruction as assigned reinforcing content instruction. During this time, teachers continue to plan for instruction and/or time for parent connection and outreach.

* Breaks between blocks that are developmentally appropriate

* Special education service grids will be met.

* Teacher-directed minutes will be based on the developmental needs of students

Secondary Remote Learning

The middle and high school will begin each day with an opportunity for students to receive technical support monitored by library media specialists and provided by technology personnel and tech student helpers at the high school. The middle and high school will also provide for daily student announcements during this time.

During instructional blocks, teachers will provide in-person instruction. Attendance will be taken at the beginning of each class. Students will be interacting with the content using tools such as Jamboard and Peardeck. All student assignments and materials will be organized in Google Classroom. Synchronous instruction will occur via Google Meets.

Instruction during these blocks will not consist of sixty minutes of direct teacher instruction. Instead, teachers will plan for mini-lessons with time provided for breakout sessions for collaborative work. Teachers will also outline assignments for students to complete on their own.

SAMPLE -- MVMS Full Remote Model

Day 1

Day 2

Block/Times	Live Sessions Times		Block/Times	Live Sessions Times
A Block 8:00 - 8:55	Cohort A - 8:00 - 8:25 Cohort B - 8:30 - 8:55		G Block 8:00 - 8:55	Cohort A - 8:00 - 8:25 Cohort B - 8:30 - 8:55
B Block 8:00 - 8:55	Cohort A - 9:00 - 9:25 Cohort B - 9:30 - 9:55		H Block 8:00 - 8:55	Cohort A - 9:00 - 9:25 Cohort B - 9:30 - 9:55
C Block 10:00 - 10:55	Cohort A - 10:00 - 10:25 Cohort B - 10:25 - 10:55		I Block 10:00 - 10:55	Cohort A - 10:00 - 10:25 Cohort B - 10:25 - 10:55
D Block 11:00 - 11:55	Cohort A - 11:00 - 11:25 Cohort B - 11:30 - 11:55		11:00 - 11:55	Advisory (W/TH) Performing Arts (M/T)
12:00 -12:30	Lunch Break		12:00 -12:30	Lunch Break
12:30 - 1:00	HW Club M,T,Th		12:30 - 1:00	HW Club M,T,Th
1:00 -2:30	Individual Assistance/Small Group Instruction/Teacher Prep		1:00 -2:30	Individual Assistance/Small Group Instruction/Teacher Prep

SAMPLE -- MHS Full Remote Model

	Day 1 - Mon	Day 2 - Tues	Day 1 - Weds	Day 2 - Thurs	Check In - Friday
7:55 - 8:55 Admin & Prep	Admin/Prep	Admin/Prep	Admin/Prep	Admin/Prep	Admin/Prep
8:55 - 9:45	A Block	E Block	A Block	E Block	A - 9-9:20 B - 9:30-9:50
10:00 - 10:50	B Block	F Block	B Block	F Block	C - 10-10:20 D - 10:30-10:50
11:05 - 11:55	C Block	G Block	C Block	G Block	E - 11-11:20 F - 11:30-11:50
11:55-12:55pm - Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:55 - 1:45	D Block	H Block	D Block	H Block	G - 12:30-12:50 H - 1-1:20
1:45-2:30pm Office Hours	Extra Help	Extra Help	Extra Help	Extra Help	Extra Help