

Meeting Minutes--10/29/20

Attendees: Mark, Henry, Toby, Claire, Emily, May, Janna, Rajeev, Meaghan, Joe, Lisa, Isaac, Leslie, Beth,

Icebreaker

Agenda

Review Matrix

- Brainstorm/Select Criteria for picking deep dive districts
- Discuss/Identify deep dive districts
- Share draft questions
- District Research Team/Door 3 (creative alternatives) sign up

Review Calendar/schedule

- October 28/29--Obstacles and Matrix Review
- November 2--School Committee Meeting
- November 4&5--Survey Results, Matrix Deep Dive, Beginning Options
- November 6-16 (including week 11/9 minus Veterans Day 11/11)
- November 16--Present Draft Options to SC for Feedback
- November 16-30—Refine Options (Pressure test with parents/teachers)
 - Thanksgiving week--schedule a meeting for 11/23 or 11/24?
- December 2--Recommendation to SC
- Dec 14 (or sooner)--Vote

Homework: Prepare deep dive team reports for next week's meetings

Review the calendar

11/24 - we will have an extra meeting scheduled.

Review the Matrix

Went through the matrix, where each team member gave a quick description, and then added anything that is interesting or new, including obstacles, something intriguing, etc

Needham - Got website data, plus talked to a couple of students. 1 week on, 1 week off.

Wednesday is full remote. One interesting fact - their X block/teacher support block on Monday is prioritized for remote kids, which allows them easier access to their teachers. Lunches are in their Cafeteria with a QR code to scan, which will help for any needed contact tracing. Remote students can zoom, but it is at the discretion of the teacher and not mandated. They are using an outside curriculum provider (TECCA) for some of their distance classes. In terms of limited curriculum, lab-based sciences are limited for their distance cohort.

Concord-Carlisle - hy-flex model, zooming in for kids who are remote. Looks most seamlessly like regular 'school.' They have a brand new state of the art building with lots of space and new technology.

Middlesex CC - commuter school, all remote except for CTE-type classes and music classes. Classes are a combo of synchronous and asynchronous learning. In-person courses have smaller cohorts, and the CC has extra spaces they can use, including outdoor space. Of interest to us, CTE classes are able to get back into an in-person learning environment safely.

Natick - Students are one week on, one week off, with five hours in the building, lunch at home, and then remote learning at home in the afternoons. Some electives have to be fully remote (band, singing). Maximum of 13 kids in-person per class. They have outsourced their distance learning to Edgenuity. Remote kids can connect with in-person teachers during lunch. They have Fall sports. High need students are getting in-person instruction.

Brookline - Just started with 9th grade this week. Not starting remote for upper classes until 11/9. Mon/Tue and Thu/Fri cohorts with Wed all remote. They have reduced course offerings, and reduced specialized classes, and are mixing levels (i.e. CP, ACP and H in one class). Lunch is outside. Remote students are on the same schedule, and connect to classes using zoom. Teachers are using Meeting Owl cameras and equipment to connect their live instruction. Limit to 12 students in person per classroom.

Wellesley - Interesting facts - they have 15 minute cleaning blocks between classes. Students who zoom in may have different in-person lengths of instruction, determined by teacher discretion. Remote kids might not connect via zoom for the whole block, when a teacher is doing synchronous instruction.

Greenwich, CT - Out of an enrollment of 2654, they have capped the number of people in the building to 1400. Hy-flex model - 2 cohorts in a Mon/Thu and Tue/Fri model, Wed remote, Live stream classes 8:30-3:15, including a daily SEL block, have 4 lunch periods with 350 per lunch block. Remote students are expected to log in for a 30 minute student socializing block.

Wayland - Phased hybrid. They started remote and fully phased in by 10/19. 2 cohorts, full day and Wed remote. Teacher Professional Development built into the Wednesday schedule. They have a mix of live independent instruction with a variety of tools to deliver instruction.

Simsbury, CT - Hybrid model for now, planning on full in-person in the future. Monday is fully remote half-day. Tue/Wed cohort A for (2) 4 period blocks. Thu/Fri is the same. This means one in-person contact per class per week. Remote kids are zoomed in. They are doing lunches, have a dedicated SEL block.

Port Washington, NY - Hybrid - Combination of synchronous/asynchronous instruction - students attend half the time in person. They are on a 6 day cycle with 2 cohorts. Remote students have a morning check in with their teacher, then asynchronous the rest of the day. Small weekly check-ins for SEL.

Lexington - Went live on 10/13. They have 5 half days per week, with one week on and one week off. They send everyone home after a morning of (4) 50 minute blocks. No lunch. All

kids are together remotely in the afternoon. Cohorts are smaller than half, and they have similar building space issues to us.

Belmont - transition starts November 30th - still working on it. Will be a split half-day hybrid.

Acton-Boxborough - 2 cohorts twice a week. Wed is a half day and all remote for everyone. They are running a separate RLA, so no zooming into live in-person synchronous classes. They are doing lunch over three periods. They are utilizing not only their classrooms, but multiple spaces. In-person kids are asynchronous on their remote days.

Lincoln-Sudbury - 2 cohorts, two half days. Remote is embedded, so kids zoom into live instruction. Afternoon has a club block on Wednesdays.

Westford Academy - 5 half days in person, rotated weekly. Afternoons are remote, and a blend of synchronous or asynchronous learning. No lunch. Remote days have shorter blocks. They have stuck with their usual early start time.

Westport, CT - Has been hybrid since 9/8. Two cohorts with an all remote wednesday. Hy-flex model, meaning remote students zoom into their classes. Lunch uses classrooms and the cafeteria.

Capturing unique highlights - key dimensions,
Port Washington high school - their remote learning is asynchronous, just work to do at home. The simplest hybrid is in person teaching when in school, and then do your own work on remote days.

Lunch plans where the kids are spread out in the building. This would help us. The QR code for contact tracing is interesting. Some percentage is no lunch - go home and then remote. If you can provide lunch, you will have longer classes and have better flow - can be a positive to have lunch.

The Lexington model might be stressful for teachers, but good for ongoing instruction.

Many of these models seem the same - is that true? Some districts do a lot less live instruction. When developing the summer hybrid model, NPS wanted more live teacher time. Port Washington's schedule would be tough from a SPED lens.

Criteria - how do we choose which districts we do a deep dive on?

Schools who have been doing this for a prolonged period of time

Technology - those who are more technologically advanced

METCO school

Personal relationships to increase chances that we get honest answers

Compare success of full day with lunch vs. go home for lunch and then have afternoon remote learning

Week on/week off vs. two days/week split

Full remote learning staffed from that school vs. outsourcing to third party vendor

Have a school who has a similar size like us

Who is teaching what? Asynchronous/synchronous mix of instruction is up to the individual teachers in some districts. We need a better understanding of what the requirements are.

Based on these criteria, we decided to do personal outreach to the following districts:

Overall information:

Lexington

Concord Carlisle

Westport

Specific program information:

Needham

Natick

Brookline

Port Washington

Door #3: We will also research districts with alternative, creative in-person learning experiences.