



# **Cumberland Public Schools Reopening**

**TOWN HALL  
DISCUSSION**



# Superintendent Opening Remarks

## INTRODUCTIONS:

- District Administrators
- School Committee
- Dr. Francesca Beaudoin
- Dr. Lisa-Marie Cannon
- Dr. Maureen Crotty

# Cumberland's Educational Planning Summary



- **Health and Safety**
- **Teaching and Learning  
(Academic Models)**
- **Scheduling**
- **Budget**



# Health & Safety

# Critical Health and Safety Considerations

## STUDENT & TEACHER SAFETY

ALL STAFF & STUDENTS ARE REQUIRED TO WEAR MASKS

3' OF DISTANCE CONSISTENTLY FOR FULL IN PERSON

6' IF WE ARE IN HYBRID MODEL OR LIMITED



## CLEANING PROCEDURES

Desks Min. 3 x's per day

Bathrooms Min. 3 x's per day

Cafeteria Min. 3 x's per day

Door Handles Min. 3 x's per day

Equipment Min. 3 x's per day

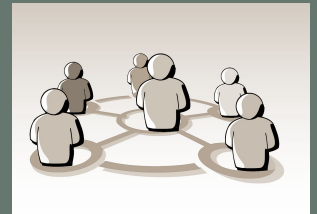


## SCREENING

Temperature Taking  
Daily Symptom Checklist  
Isolated Spaces for Potential Cases  
Procedures for symptoms arising during school day



## Testing



# BUDGET SUMMARY:

- I. COVID RELIEF FUND
- II. ESSER GRANT FUNDS

Elementary and  
Secondary  
Emergency Relief



# How are we spending the money?

## I. COVID-19 RELIEF \$

**\$636K**

1. CHROMEBOOKS \$385K
2. VENTILATION STUDY \$40K
3. PLEXIGLASS/PPE/CLEANING  
SUPPLIES \$ 75K
4. IXL & EDGENUITY \$ 136K

# How are we spending the money?

## II. ESSER GRANT FUNDS

**\$530K**

(Replaces reduction  
in State Aid from FY  
2020)

- |                      |        |
|----------------------|--------|
| 1. PRIVATE SCHOOLS   | \$18K  |
| 2. FY SPED TUITIONS  | \$312K |
| 3. CLINICAL CONSULTS | \$63K  |
| 4. CHROMEBOOKS       | \$137K |





**How Are We Paying For This?!!**

# ESTIMATED UNBUDGETED EXPENSES.

WITHOUT BUSING &  
HVAC COSTS-  
\$1,200,000



## SUBSTITUTE TEACHERS

☐ \$600k

## BUSING

☐ Ranges

## CUSTODIANS

☐ \$400K

## ADDITIONAL CLEANING SUPPLIES + PPE

☐ \$325K

## HVAC

☐ UNKNOWN



# Scheduling

# Scheduling Challenges For Schools

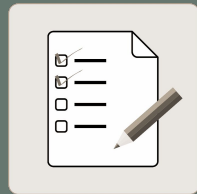
## I. Staffing Medical Exemptions



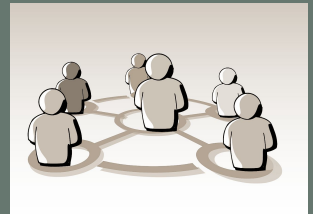
## II. Students Selecting Distance Learning

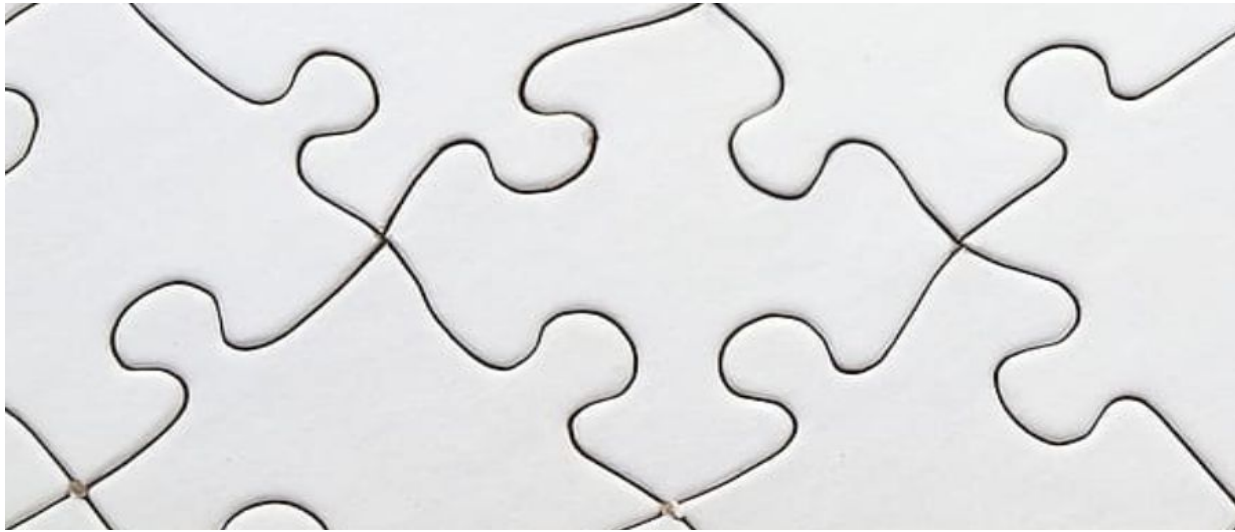


## III. Full-in Person/ Hybrid/Limited Models Require Different Schedules



## IV. Busing & Building Space Restrictions





**If I Choose (x) model then what does it really look like?**

# ACADEMIC MODEL OPTIONS

IF I CHOOSE DISTANCE LEARNING, THEN...

IF I CHOOSE IN-PERSON, THEN...

M

T

W

TH

FR

FULL

50/50

LIMITED



Everyone in  
School 3' Social  
Distancing

THESE MODELS WOULD  
HAVE SCHOOL @  
EITHER 50% CAPACITY  
OR @ 25% CAPACITY

# Scheduling Sample For A/B Model (50%/50%) PreK-12

Distance Learning  
All students

Week 1

M

T

TH

W

FR

Week 2

M

T

TH

W

FR

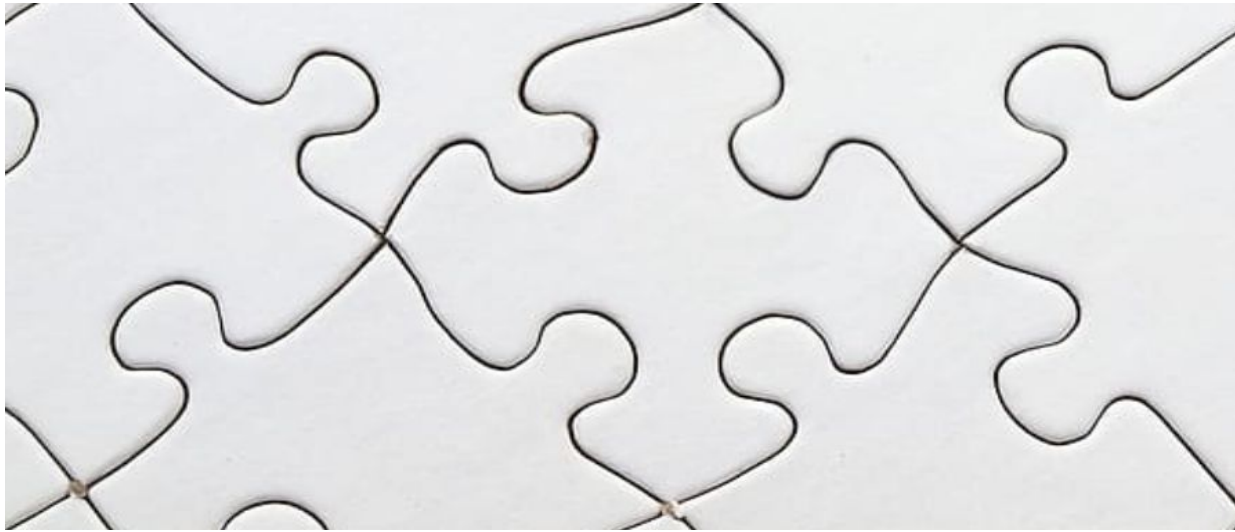
GR. A

GR. B

GR. A

Gr. B

WEEKS WOULD REPLICATE FOR  
CONSISTENCY FOR IN PERSON & DL



**DISTANCE  
LEARNING**

**VS.**

**VIRTUAL  
ACADEMY**

**Teacher-Driven Instruction Vs. Teacher Supported**



# Distance Learning

Vs.

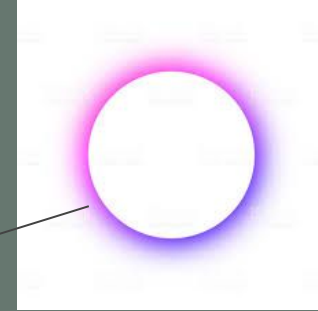
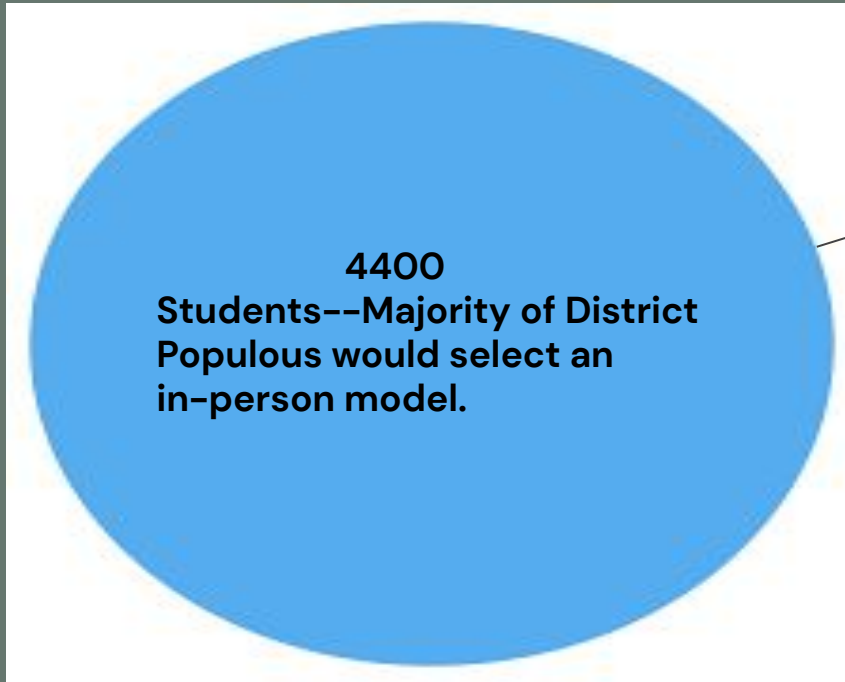
# Virtual Academy

*Refers to the instructional model where teachers provide instruction remotely using technology and tools such as google meet, google classroom, etc. The core curriculum is covered as well as support services. (Virtual instruction can be used synonymously with distance learning.)*

*Virtual Academy is a term used to describe a model for a small segment of the population who wishes to access distance learning instead of in-person instruction. The district proposed this as an independent model due to major staffing issues. Based on our most current data, a large segment of the population wishes to access Distance Learning as defined..*



# Original Virtual Academy Model - Based on early data



**300 Families**  
\*required 15 additional  
teacher hires to staff the  
Virtual Academy leaving  
district no choice but to  
provide an independent  
model.

# Most Recent Data -- 50% of families select Distance Learning Option

2000+ FAMILIES  
EXPRESSED INTEREST  
IN A **DISTANCE**  
LEARNING MODEL.

The diagram consists of two teal hexagons on a white background, connected by a horizontal line. A yellow starburst shape is positioned above the line, containing an equals sign and the word 'Distribution'. The left hexagon contains text about distance learning, and the right hexagon contains text about in-person learning.

= **Distribution**

2000+ FAMILIES  
EXPRESSED  
INTEREST IN AN  
**IN-PERSON** MODEL

# For Families Choosing FULL Distance Learning

Daily Google Meet Instruction

Weekly

M

T

W

TH

FR

Students Will Be  
Assigned Grade-Level Teacher(s)

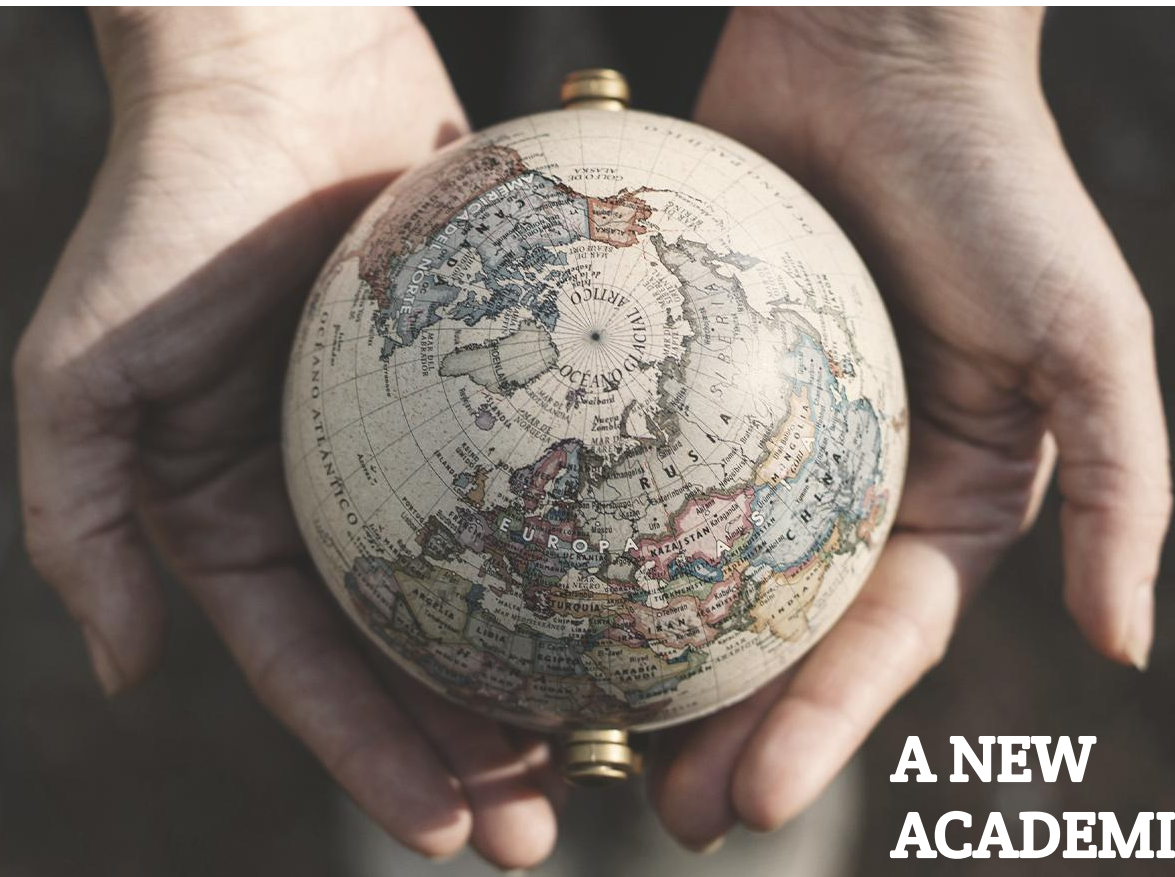
## WHAT IS THE IMPACT OF THE MOST RECENT DATA?

AS A RESULT, THE CUMBERLAND SCHOOL DEPARTMENT IS ABLE TO BEGIN THE WORK OF PIECING TOGETHER THE POTENTIAL FOR BOTH AN IN-PERSON AND A DISTANCE LEARNING MODEL FOR STUDENTS AND FAMILIES.

## CRITICAL, ENROLLMENT FORM

# WHAT IS THE NEXT STEP?

ENROLLMENT SURVEY



**A NEW  
ACADEMIC  
JOURNEY**