

NORWELL PUBLIC SCHOOLS



Fall 2020 Reopening - Hybrid Model

Norwell High School

ADMINISTRATION INTRODUCTION

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AGENDA FOR TODAY'S PRESENTATION

- The Return To School Planning Process
 - Realities, Feasibility, Aspirations & Fluidity
- The Hybrid Model
- Safety & Cleaning
- District Survey
- Questions

PARTNER W/ COMMUNITY

- Presentation focused on hybrid plan
 - Norwell School Committee voted approval on Aug. 3rd
- Plan may be modified as we continue to receive state guidance, receive feedback, and engage in negotiations with the Educator Association of Norwell.

DISTRICT GOAL

To safely bring back as many students as possible to the in-person school setting as soon as possible, to maximize learning and address our students' holistic needs while following critical health guidelines to ensure the safety of all members of our educational community.

STATE REQUIREMENT - DESIGN 3 PLANS

The Department of Elementary & Secondary Education (DESE) Requirement: Design three possible reopening plans to return to teaching and learning this fall:

- 1) In-person learning
- 2) Hybrid of in-person and remote learning
- 3) Full remote learning

GUIDING PRIORITIES

- Administration & staff partner in the brainstorming process
- Three priority items identified to guide decision-making:
 - Student, staff, and community safety
 - Maintaining the quality and integrity of our academic programs
 - The social and emotional well-being of our students

FEASIBILITY STUDY

- Reviewed all surveys to plan for the 2020-2021 School Year
- Received the DESE guidelines late June
- Measured usable square footage in each classroom & space
 - Set-up classrooms based on minimum guidance (3 feet)
 - Need to exceed guidance
- Explored options to creatively limit students in classes
 - Elimination of courses and offerings - APs
- Realized extreme challenges with issues with all in-person while meeting guidelines

TASK FORCE ASPIRATIONS

- Transition as smoothly as possible between learning model schedules
- Be mindful of, and responsive to, new challenges for teachers, students, and families
- Create mechanism to ensure voices of teachers, students, and families are represented in the planning and adjustment process
- Offer structured professional development, training, support, and course planning time throughout the year
- Minimize the inherent limitations of each learning model

REALITY OF THE SITUATION

- This will not be a typical year
- There are inherent issues associated with all schedule proposals
- There will be limiting factors that will inhibit our ability to offer as comprehensive of an educational experience as compared to previous years
- Need to adjust expectations to avoid placing an unreasonable burden on students, teachers, and families
- Hybrid model meets both state standards and NHS guiding priorities

HYBRID SCHEDULE HIGHLIGHTS

	B1	G1	B2	G2	B3	G3	B4	G4	B5	G5	B6	G6	B7	G7
Block 1	1	1	6	6	4	4	2	2	7	7	5	5	3	3
Block 2	2	2	7	7	5	5	3	3	1	1	6	6	4	4
Block 3 Lunch	3	3	1	1	6	6	4	4	2	2	7	7	5	5
Block 4	4	4	2	2	7	7	5	5	3	3	1	1	6	6
Block 5	5	5	3	3	1	1	6	6	4	4	2	2	7	7

HYBRID SCHEDULE HIGHLIGHTS

- All students placed in either Blue or Gold cohort
- Students attend school in-person every other day as assigned by color
- Opposite day students engage in remote learning activities
- Rotating 7 period schedule - two blocks drop per day
- Start and end times remain the same
- Increased transition time between classes

HYBRID MODEL SCHOOL DAY CONSIDERATIONS

- Considerations to increase social distancing and transition times
- Students cohorts - Blue and Gold
 - Scheduled to create even classes and offer family consistency
 - Student cohort will be available in the coming days when Aspen opens to families
- Open campus offered to all grades at parent discretion
- Utilize outdoor teaching when safe and appropriate

HYBRID: IN-PERSON

- Approximately 8 to 12 students in a class
- Students receive direct focused support from teachers
- Introduction of new learning
- SEL support

HYBRID MODEL - REMOTE

- Remote students will follow the daily school schedule
 - Students will be provided with independent activities that extend and deepen learning following in-person lessons
 - Students required to submit products during the time the class meets in the in-person day for attendance and accountability

AREAS OF NEED

- Create a grading system that transitions through all potential phases of the year
- Establish clear expectations for students, teachers, & families in a remote environment
- Develop 9th-grade orientation program focused on building relationships & community
- Create supports for the social-emotional wellness of students and staff
- Focused and specific efforts to build community in school

WORKING GROUPS

- **Professional Development:** Identify priority teacher support areas & plan professional/planning
- **Orientation & Social Emotional Learning:** Creating ways for us to infuse SEL in our school day as well as build a sense of community in an untraditional learning environment
- **Grading & Asynchronous Expectations**
 - Create common grading guidelines
 - Establish & communicate remote learning and independent learning expectations
- **Facilities & Safety:** Develop & communicate COVID, and related safety procedures specific to NHS

FULL REMOTE SCHEDULE

(If Needed)

	Day Y	Day Z
Block 1 1hr. 15 min	Pd. 1	Pd. 5
Block 2 1hr. 15 min	Pd. 2	Pd. 6
Lunch 30 min	Lunch	Break
Block 3 1hr. 15 min	Pd. 3	Pd. 7
Block 4 1hr. 15min	Pd. 4	Intervention time

REMOTE SCHEDULE HIGHLIGHTS

- Each class meets for 1 hour 15 minutes once every two days
- 15 minutes between classes
- half-hour lunch break
- 9:00am start / 3:00pm end
- Teachers provide synchronous instruction and assignment directions & time for students to work independently (at times offline) and ask questions or receive support
 - Example of remote long-block breakdown
 - 30 min. - full class streaming
 - 25 min. - Independent learning activity
 - 20 min. - Full class streaming call back (summarize & check for understanding)
- Intervention time - WIN - “What I Need” extra help/intervention block. Teachers available by appointment to support students and intervention to students

SPECIAL EDUCATION SERVICES

- The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities by providing those individuals education, specialized instruction, and related services.
- In order to meet the students' needs when schools reopen, it is essential that we communicate with families regarding child's observed areas of need, their children's ability to access remote learning, and other observations about their children's emotional and social well-being during the state of emergency.
- We will ensure that:
 - Students will receive their IEP services in the fall, with some in-person and some remote opportunities
 - Some of our more vulnerable populations, including preschool will have the choice to attend in-person full time.
 - IEP meetings will be primarily held remotely to limit the number of people in a building
- The District will make every effort to maintain as much in-person instruction as is safely possible should a full closure once again be necessary

LOGISTICS FOR SAFE RETURN

- Lunch
- Students will get at least 3 mask breaks
- Outdoor learning will be encouraged
- Travel throughout the building will be monitored and limited
- All staff and students will wear masks throughout the school day (unless outside and 6 ft. apart)

PPE (PERSONAL PROTECTIVE EQUIPMENT)

- Based on feasibility, we determined the products & materials we needed to buy as a district
- Examples:
 - Masks
 - Hand sanitizers
 - Portable hand sanitizing stations
 - Disinfectants/Cleaning Supplies
 - Gowns and additional PPE for nurses

CLEANING & DISINFECTING

- Teachers supplied with cleaning supplies & disinfectants
- Disinfectants available and used in every classroom
 - Spray takes 5 minutes to dry
 - Kills germs at the coronavirus level
- Each classroom will be supplied with wipes which will be safe for students to use to clean their individual areas
- High-touch surface/areas will be cleaned throughout the day
- Building will be disinfected at the end of each school day

VENTILATION SYSTEM

- Assessed Air Flow & Ventilation
 - HVAC System - air exchange is 12x an hour
 - All systems will fulling open to maximize fresh air

BUSSES

- Students will be staggered
- 1 student per seat (siblings will sit together up to 2)
- Masks must be worn
- Bus will be loaded from the back and move forward

TECHNOLOGY

- Students will need to have access to technology for their remote learning
- Students and parents will be explicitly taught how to use the Schoology (Learning Management System)
- If you need support with technology, please let us know

KEYS TO OUR COLLECTIVE SUCCESS

- Supporting one another
- No easy answers - working together to find solutions
 - We're all in this together
- Remaining flexible and patient
- Wearing masks and practicing social distancing

UPCOMING DISTRICT SURVEY

- Survey will cover:
 - Commitment to hybrid model
 - Other options
 - Homeschooling
 - State of Massachusetts approved remote program
 - Need for Bus Transportation

QUESTIONS?

