

West Orange Public Schools




DRAFT

The Road Back *Reopening Considerations*

July 20, 2020

West Orange Board of Education

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District Priorities

Health and Safety

- The health and safety of students and staff must remain the number one priority and guide all decisions at the local level (Policy, Social Distancing, Building, Classroom Protocols).
- Social and emotional well being of students and staff.

Specialized Populations

- Prioritize safely returning students who are most in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

District Priorities

Staffing

- Ensuring and understanding that all models are dependent on the number of available staff for in-person instruction.
- Staff survey disseminated on July 7th by WOEА.

Instruction

- All teachers will be expected to report to their assigned buildings on a daily basis to provide in-person and/or virtual instruction.
- Teachers who are unable to work due to a medical reason should seek a medical leave based on their doctor's order.
- Focus on Live Stream Instruction, Virtual Instruction
- Integration of Social Emotional Learning.

District Priorities

Professional Development

- Administrators, Custodians, Nurses, All Staff (Health and Safety Protocols, Routines, Instructional Models, Student and Staff Expectations)
- First two weeks of September

Transportation

- Models must consider ability to transport students to and from school with social distancing measures in place to include wearing masks.
- General Education: 21 students per bus (1 student per row)

Social Distancing

- All instructional and non-instructional rooms in school and district facilities, to include buses, must comply with social distancing standards to the maximum extent practicable.
- All staff must wear face coverings, unless doing so would inhibit the staff member's health.
- All students are required to wear face coverings, unless doing so would inhibit the student's health.
- In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart, or physical barriers are in place, face coverings may be removed while students are seated at desks but should be worn when moving about the classroom.

Social Distancing

- Turning desks to face the same direction or having students sit on only one side of the table, spaced apart.
- Consider the flow of student traffic around the room and physical barriers between desks.
- Establish the process and location for student and staff health screenings.
- If physical distancing (6 feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings.
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart (e.g. guides for creating “one-way routes” in hallways).

Professional Development for Staff Training for Students and Parents

Professional Development Considerations

Professional development of staff, students and families will take place the first three weeks of September.

September 3rd	Full day Virtual PD for Teachers and Staff
September 4th	½ day Virtual PD for Teachers and Staff
Week 1: September 8-11	Teacher Planning / Training / Classroom / Technology Setup Need to find 4 days in calendar. For example: Use the October 17th District PD Day in September.
Week 2: September 14-18	In Person Rotations / Virtual Cohorts begin with focus on: Health & Safety Protocols / SEL / Cohort Schedules / Student Login & Training Possibly Facilitate Assessments
Week 3: September 21-25	SEL / Routines and Expectations for In-Person / Virtual Learning Possibly Facilitate Assessments
September 28th	Content Area Instruction Begins

Considering the Instructional Model

Districts' reopening plans must:

- Account for resuming in-person instruction in some capacity
- Prioritize safely returning students who are most in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

PreSchool

Hybrid Model Considerations in Development

Grades K-5

Hybrid Model Considerations

Phase I Considerations: In Person at some capacity for all students

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Phase I Considerations: In Person at some capacity for all students

K-5 General Education Students

- In Person Content Area Instruction 2x per week / 4 hour day
2 Cohort Rotation (M, T / W, Th)
 - Analyze survey results (Opt In for 100% virtual instruction / Opt Out Transportation)
 - Reduce cohorts by opt in / opt out
- Live Stream Virtual Instruction 3x per week
- Google Meets for additional support scheduled by teacher

Phase I Considerations: In Person at some capacity for all students

K-5 Specialized Populations

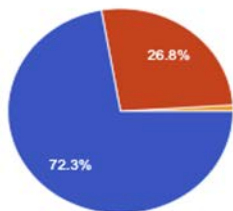
- In Person Content Area Instruction 2x per week / 4 hour day
2 Cohort Rotation (M, T / W, Th)
 - Special Education (2-3x per week)
 - English Language Learners (3-4x per week)
 - Tier II, Tier III (3x per week)

Phase I Considerations: Parent Questionnaire

Reopening of Schools 1

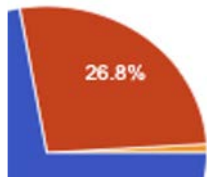
Understanding that a hybrid model for instruction will be implemented in the fall with a major portion of instruction delivered virtually:

2,493 responses



- I opt for my child to participate in the district's hybrid model.
- I opt out of the hybrid instructional model and opt for my child to receive 100% of their instruction virtually.
- I am considering independently home schooling my own child and understand this would require disenrolling from the West Orange Public Schools.

Parent Responses
4,681 (~70%)



Elementary - 47%

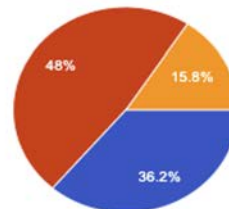
Middle - 24%

High School - 29%

Transportation 1

In order for my child to attend school for in-person instruction:

1,802 responses



- I will continue to require bus transportation.
- I will transport my child to school.
- My child will walk to school.

Grades 6-12

Hybrid Model Considerations

Phase I Considerations: In Person at some capacity for all students

Middle / Secondary 6-12 General Education

- Proposed schedule with approximately 25% of students in the building at a time (in addition to specialized populations).
- Cohorts will vary by alphabet by each middle school depending on numbers.
 - Cohort A - Last names A - D
 - Cohort B - Last names E - K
 - Cohort C - Last names L - Q
 - Cohort D - Last names R - Z

<input type="checkbox"/> Monday	Cohort A	All periods
<input type="checkbox"/> Tuesday	Cohort B	All periods
<input type="checkbox"/> Wednesday	Cohort C	All periods
<input type="checkbox"/> Thursday	Cohort D	All periods
<input type="checkbox"/> Friday	All Cohorts	Synchronous Learning

Considerations

1. Social Distancing in classrooms and on buses.
2. Students change classes 7 times (6-8), 8 times (9-12). All periods meet.
3. Follow regular “bell” schedule. 55 minute periods (6-8), 42 minute periods (9-12).
4. Live stream virtual instruction during in person teacher instruction.
5. Students are in the school building once a week, and live streaming the other days.
6. Considering how to deliver daily lunch.
7. Attendance taken daily for in person instruction and live stream instruction.

Middle / Secondary Specialized Populations

- ELL Students and Special Education students may receive in-person instruction between 2-4x a week.*

In Person Framework

w/ Cohort Live Streaming

K-12

Phase I Considerations: Special Education

In-person instruction will be provided a minimum of 2x week for:

- [Special education \(Autism, ID, BD, LLD, POR, Kindergarten Inclusion\)](#) with potential exceptions.

Exceptional Considerations:

- We are examining social distancing requirements and how to best serve students may experience difficulty exhibiting behaviors that are stated as reducing the spread of COVID-19. For example:
 - Students who require close in-person contact to navigate throughout the school day.
 - Students who have a history of behaviors including, but not limited to physical behaviors (possibly resulting in the use of physical restraint) and/or biting / spitting.
 - Programs that do not require the sharing of materials, i.e. PreSchool Tools of the Mind / Play Curriculum (directly impacts Pre-School).

Students will attend their designated schools, as defined by their IEP

- Class sizes will be maxed at social distancing protocol (6ft apart) to include teachers and paras.

In Person at some capacity for all students

Dependent on staffing.

Rolling Reentry Considerations

Ongoing evaluation of physical and emotional health and safety, staffing, in-person and virtual instruction, transportation, and implementation of protocols.

- District will re-evaluate effectiveness of reentry models quarterly.
- Adjustments may be made at the end of each marking period, trimester, or predetermined time period.
 - For example, end of October for early November implementation with one week notice to parents.

Next Steps

- Feedback on instructional framework considerations / revisions
- Letters to parents
 - Opt In to 100% Virtual Instruction for the 2020-2021 School Year
- Principals use revised framework to build schedules
- Content Supervisors to compact curriculum and prepare teachers for instruction
- Develop PreSchool Framework
- Develop cohorts with sibling considerations
- Prepare classrooms for live streaming
- Plan for professional development / student and parent training
- Formalize plan to pivot to 100% virtual, if needed

Reopening Subcommittees

- Health and Safety Protocols / Screening / Contact Tracing
- Human Resources
- Facilities / Policies
- Technology / Hardware / Software
- Building Protocols / School Based Pandemic Response Teams
(administration, staff and parents)
- Professional Development / Instructional Technology
- Live Streaming & E-Learning
- Social Emotional Learning
- Multi Tiered Intervention
- Hybrid Model Manual / Parent - Teacher Communications / Letters
- Athletics



THANK YOU!