



# Reopening Plan



# Creation of Reopening Plan

- Thank you faculty, staff, administrators, parents, and students for input, expertise, and insights
  - Working Groups
    - Health and Wellness
    - Teaching and Learning
    - Operations
    - Human Resources
  - Parent Forum Attendees
  - Emails to [wpsreopening@westwood.k12.ma.us](mailto:wpsreopening@westwood.k12.ma.us)
  - Student Focus Group Participants and their Families
  - Extended School Year Faculty and Staff
  - Special Education Parent Advisory Council
  - Westwood Public Health Department



# Creation of Reopening Plan

- Multiple guidance documents from DESE
- CDC Guidance
- American Academy of Pediatrics
- School Reopening Guide created by the Parabola Project
- Consultation with local and state public health and medical officials



# Guiding Principles and Planning Priorities

- Provide ongoing **academic instruction** and **social-emotional support** to promote the **learning and healthy development** of all students.
- Continue to focus on the District's **strategic priorities**.
- Make decisions with **equity** for all community members and the needs of our **high-need populations** in mind.
- Build on **our strengths** (e.g. our robust special education programming, our curriculum and coaching staff, our investment in professional development and technology, the support of our community).
- Anticipate teaching and learning may occur both in person and remotely and ensure our ability to **operate seamlessly within and among these models**.
- Incorporate “reflections” and “**lessons learned**” from all constituent groups during this period of school closure.
- With the recognition that an alternate school model may become a long-term reality, aim for a **consistent experience and level of rigor** for students across a grade level and across models, while still leveraging the **creativity and expertise** of our educators.
- Develop plans that are **realistic, sustainable**, and take into account the mental, physical, social, and emotional needs of families, students, teachers, and staff.
- Remain **flexible and make adjustments** as needed due to the changing and challenging landscape.



# Creating a plan for three models:

1. Fully in-person
2. Hybrid (Smaller cohorts of students attend school in person some days and work remotely some days.)
3. Fully remote



# Factors considered:

- Health and safety factors associated with each model, as well as relevant public health data.
- Learning implications associated with each model, including research from the field, child development, and lessons learned in the spring.
- Related implications for teaching for each model.
- Implications for families and their ability to support their children during this extraordinary time.
- Financial and human resources considerations, including the ability to fund and hire staff in each model, transportation, operational costs, etc.

*Based on these factors, the District is planning for the hybrid model in September.*



# A Balanced View of Risk

The decisions around the return to school must reflect a global view of risk. We must balance the risks of COVID-19 infection with in-school learning, with other significant risks to the overall health and well-being of our kids when they are out of school.

## Loss of learning

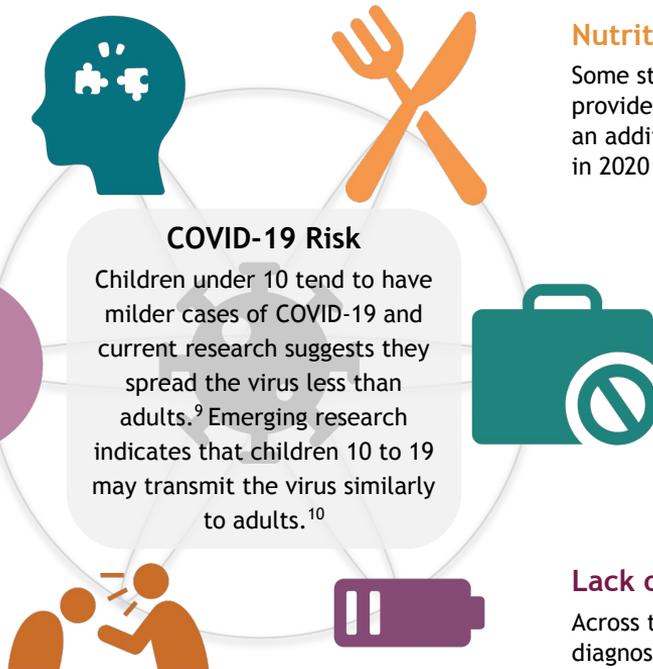
Students could return in the fall already behind due to lack of in-person education, with up to 30% less reading learning and up to 50% less math learning compared to gains during a typical school year.<sup>1</sup>

## Social & emotional impact

In a US survey, 29% of parents said their children's emotional and mental health were suffering due to social distancing and closures.<sup>2</sup> Additionally, 13% of adolescents in the US receive mental health care from their schools, with school being the only source of support for 35% of those children.<sup>3</sup>

## Reduced detection of child abuse

Teachers serve as mandatory reporters of child abuse and neglect. Hospitals across the country saw increases in child abuse injuries and deaths that coincided with lockdown orders.<sup>4</sup>



## Nutritional insecurity

Some students depend on free/reduced-price meals provided in schools. Estimates suggest there will be an additional 1.2 to 6.8 million food insecure children in 2020 than there were in 2018.<sup>5</sup>

## Loss of parental employment

Parents may be unable to work if they can't find childcare options to replace school. Recent research suggests that if schools and daycares remain closed, 17.5 million workers, or 11% of the US workforce, may face major barriers to work.<sup>6</sup>

## Lack of access to essential services

Across the US, about 1.5 million children have a diagnosed speech impairment<sup>7</sup> and approximately 1 in 54 children have been diagnosed with autism spectrum disorders.<sup>8</sup> These children, and others that require specialized supports, may have missed speech therapy and critical development services they previously received at school.

# Schedules: All three models

Elementary	8:50-2:15	Lunch block during day; boxed lunch available for purchase
Middle School	7:50-1:10	Dismissal before lunch; take away lunch option available
High School	7:25-12:45	Dismissal before lunch; take away lunch option available

- In the fully in-person or hybrid models, mask breaks and snack breaks will be incorporated into the daily schedule at all levels.



# School Calendar: All Three Models

- DESE has lowered 180-day requirement for students and directed that student instruction begin no later than September 16.
- Time needed with faculty and staff for PD on safety protocols and new instructional strategies needed for teaching in various models.
- Faculty and staff will begin on August 31, as originally scheduled, to prepare for upcoming school year.
- **Westwood's first day for students will be Monday, September 14.**



# Fully In-Person Model

- All students return with new safety guidelines.
- Students return 5 days per week.
- Class sizes are what they would be in a typical year.
- Classroom desks are arranged with 3 feet of physical distance between students, plus a 6 foot zone at the front of the room for the teacher.
- Teachers modify their instructional strategies as necessary given the physical layout of the room and need to maintain physical distance.



# Investigating the Fully In Person Model

MA School districts directed by DESE to “aim for six feet of distance between individuals where feasible,” while maintaining a *minimum physical distance of three feet* in combination with other safety measures.

- Westwood’s classrooms do not accommodate six feet of physical distance between students given:
  - Current physical space capacity
  - Class sizes
  - Staffing



# Investigating the Fully In Person Model

While many of Westwood's classrooms can achieve the three feet of physical distance between students if storage units and other non-essential furniture is removed and space in the room is utilized, there are other issues preventing this model from being a safe option:

- 3 feet → significant safety or accessibility options, blocking egresses & views of instruction
- Alternative spaces (e.g., cafeterias and libraries) become classrooms
  - Limits opportunities for students to participate in arts and special classes
  - Not support schedule where students eat lunch or snacks in school
  - Outdoor spaces might be available in nice weather. Schools would be without capacity to spread out in inclement weather
- The size of cohorts double, increasing the impact in terms of contact tracing and quarantining, should that be necessary.



# Hybrid Plan Overview

- Combination of in-person learning and remote learning.
- Students in grades 2-12 are grouped into two cohorts (i.e., “Monday Cohort” and “Thursday Cohort”)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Monday Cohort</b>	In Person	In Person	Remote	Remote	Remote
<b>Thursday Cohort</b>	Remote	Remote	Remote	In Person	In Person



# Hybrid Plan Overview

- Kindergarten/Grade 1 classes divided so students can attend in person four days per week
  - Kindergarten: Teachers and aides will split class into smaller groups and collaborate across two rooms
  - Grade 1: Qualified staff re-assigned and spaces repurposed to create smaller classes
- Addition of a preschool classroom will allow Integrated Preschool to maintain program of both 4 and 5 day schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
K & 1	In Person	In Person	Remote	In Person	In Person
Preschool	In Person	In Person	In Person (5-day students only)	In Person	In Person



# Hybrid Plan Cohorting

- Siblings across levels will be in the same cohort.
- Won't be strictly alphabetical; adjustments create balanced and even cohorts.
- In-person classroom groups will be about 10-13 students, allowing for 6 feet of physical distancing.
- Elementary level: Students will spend the day with their in-person cohort.
- Middle School: Grade levels will be confined to their wing of the building.
- High School: Students will still have to change classes, but fewer times per day.
- Students will receive cohort assignments on August 14th.



# Hybrid Plan: Virtual Attendance on “At Home” Days

- All students will have a district-issued device.
- Students in classroom participate in a (relatively) typical way.
- Students at home can see, hear, and participate in the classroom virtually through technology tools
  - Zoom/Google Meet
  - Microphones and speakers for full group discussions
  - Virtual breakout groups and pair/shares
  - In addition to laptops for zooming, teachers will have ipads and Apple Pencils to facilitate teaching in a more “natural” way, while also allowing students at home to see what is “on the board.”



# Hybrid Plan: Remote-only “opt out”

- Students whose families determine that they will not attend school in person will participate virtually on all days.
  - After discussing the model with teachers, examining the state’s LMS option, and listening to feedback from parents, we have decided this is the best option.
  - It will not be perfect. Teachers may plan in-person activities (e.g., labs) that each cohort does on separate days that are not replicable at home.
- Students who “opt out” and choose remote only will need to commit for the semester.



# Elementary: What will teaching and learning look like?

Sample Monday/Tuesday and Thursday/Friday schedule

8:30 - 8:45	Students arrive at school
8:45 - 9:00	<b>Morning Routines</b> - Students will wash hands and complete their morning routine.
9:00 - 9:30	<b>Morning Meeting</b> - Morning meeting provides a time for the classroom community to come together for relationship building, SEL activities, and a preview of the day. Remote students will zoom in during this time to participate in morning meetings.
9:30 - 10:30	<b>Academic Block #1-</b> (Ex. Reading) Each academic block will typically begin with a live, synchronous mini-lesson (10-15 minutes) provided by the classroom teacher. Following the lesson, students will have time to work independently. The teacher will provide additional instruction or feedback via individual check-ins, small groups, and/or technology. Additional support services may be provided during this time, as applicable. Academic blocks will typically end with a full group meeting to review key concepts and to help students transition to the next scheduled lesson or activity.  For 10-15 minutes of each academic block, students will either participate in a "mini-special" or a mask/movement/recess break.
10:30 - 11:30	<b>Academic Block #2</b> - (Ex: Writing/Word Study)
11:30 - 12:00	<b>Lunch</b>
12:00 - 1:00	<b>Academic Block #3</b> - (Ex: Science)
1:00 - 2:00	<b>Academic Block #4</b> - (Ex: Math)
2:00 - 2:15	<b>Closing meeting and dismissal in shifts</b>

# Elementary

## Sample Remote Wednesday schedule

9:00 - 9:15	<b>Morning Meeting</b> - Morning meeting provides a time for the classroom community to come together for relationship building, SEL activities, and a preview of the day.
9:15 - 10:00	<b>Academic Block #1</b> - (Ex: Reading) This time will begin with a live, synchronous mini-lesson (10-15 minutes) provided by the classroom teacher. Following the lesson, students will have time to work independently. The teacher will provide additional instruction or feedback via individual check-ins, small groups, and/or technology. Additional support services may be provided during this time, as applicable.  *build in snack/movement break to each block
10:00 - 10:45	<b>Academic Block #2</b> - (Ex: Math)
10:45 - 11:30	<b>Academic Block #3</b> - (Ex: Art)
11:30 - 12:15	<b>Academic Block #4</b> - (Ex: Science)
12:15 - 12:30	<b>Preview asynchronous work for afternoon</b>
12:30 - 1:15	<b>Lunch and Recess</b>
1:15 - 2:15	<b>Asynchronous work time</b>

## Secondary: What will teaching and learning look like?

- Class blocks significantly longer on M/T/Th/F
- Classes typically begin and end with a whole-group synchronous experience like a warm-up activity, teacher-led lesson, or whole group discussion
- Teachers' lesson plans will engage students in other instructional activities, such as small group discussion, small group practice, pair/shares, individual practice, inquiry-based experience, research, etc., just as they would in a fully in-person class.



# TMS: What will teaching and learning look like?

- Student schedules at all grades will include:
  - English
  - Science
  - Math
  - Social Studies
  - Two arts mini-courses per trimester, including art, music, drama, engineering, computer science, and physical education
- In grade 6, one semester each of:
  - Culinary Arts and Consumer Education (CACE)
  - Health
- In grades 7 and 8, year-long world language course



# TMS: What will teaching and learning look like?

Wednesday			Monday	Tuesday	Thursday	Friday
Time	Remote Day	Time	In Person	In Person	Remote	Remote
		7:50 - 9:36	Block 1 ELA	Block 4 SS	Block 1 ELA	Block 4 SS
9:40-10:10	ELA					
10:10-10:40	MATH					
10:40-11:10	CACE/HEALTH (6) or WORLD LANG (7 & 8)	9:36 -11:22	Block 2 MATH	Block 5 SCI	Block 2 MATH	Block 5 SCI
11:10-11:40	SOCIAL STUDIES					
11:40-12:10	SCIENCE					
12:10-12:40	ARTS ROTATION	11:22 -1:10	Block 3 WL/CACE / HEALTH	Block 6 ARTS ROTATIO N	Block 3 WL/CACE / HEALTH	Block 6 ARTS ROTATIO N
12:40-1:10	X-BLOCK/ INDEPENDENT WORK TIME	1:10-2:2 5	X-BLOCK/INDEPENDENT WORK TIME			

*Sample weekly  
schedule*



# WHS: What will teaching and learning look like?

- The courses that are typically offered at WHS will continue to be offered
  - Core academic classes
  - Lab blocks in science
  - Electives
- Longer instructional blocks provided M/T/Th/F allow for more sustained learning and less time in hallways or in transition between classes



# WHS: What will teaching and learning look like?

	Monday: Day 1	Tuesday: Day 2		Wednesday: Day 3		Thursday: Day 4	Friday: Day 5
	<i>In School</i>	<i>In School</i>		<i>All Remote</i>		<i>Remote</i>	<i>Remote</i>
7:25 - 8:35	World Civ	Biology	7:25 - 8:00	World Civ	7:25 - 8:35	World Civ	Biology
			8:05 - 8:40	Learning Center			
			8:45 - 9:20	Algebra			
8:45 - 10:05	Learning Center	Biology Lab	9:25 - 10:00	Freshman Lit	8:45 - 10:05	Learning Center	FREE
			10:05 - 10:25	HOMEZOOM			
10:15 - 11:25	Algebra	FREE	10:30 - 11:05	Biology	10:15 - 11:25	Algebra	FREE
			11:10 - 11:45	Freshman Sem			
11:35 - 12:45	Freshman Lit	Spanish	11:50 - 12:25	FREE	11:35 - 12:45	Freshman Lit	Spanish
			12:30 - 1:05	Spanish			
12:45 - 1:45	Dismissal Lunch	Dismissal Lunch	1:05 - 2:05	Lunch	12:45 - 1:45	Dismissal Lunch	Dismissal Lunch

	Monday: Day 6	Tuesday: Day 7		Wednesday: Day 8		Thursday: Day 9	Friday: Day 10
	<i>In School</i>	<i>In School</i>		<i>All Remote</i>		<i>Remote</i>	<i>Remote</i>
7:25 - 8:35	World Civ	Biology	7:25 - 8:00	World Civ	7:25 - 8:35	World Civ	Biology
			8:05 - 8:40	Learning Center			
			8:45 - 9:20	Algebra			
8:45 - 10:05	Learning Center	FREE	9:25 - 10:00	Freshman Lit	8:45 - 10:05	Learning Center	Biology Lab
			10:05 - 10:25	HOMEZOOM			
10:15 - 11:25	Algebra	FREE	10:30 - 11:05	Biology	10:15 - 11:25	Algebra	FREE
			11:10 - 11:45	FREE			
11:35 - 12:45	Freshman Lit	Spanish	11:50 - 12:25	FREE	11:35 - 12:45	Freshman Lit	Spanish
			12:30 - 1:05	Spanish			
12:45 - 1:45	Dismissal Lunch	Dismissal Lunch	1:05 - 2:05	Lunch	12:45 - 1:45	Dismissal Lunch	Dismissal Lunch

Sample  
grade 9  
two-week  
schedule



# What about important things like band, chorus, and PE?

## *DESE Guidance*

Activity	Indoor	Outdoor
Chorus, musical theater, brass and woodwind instruments	Not allowed at this time.	10 feet apart Masks when possible
Non-Musical Theater	Masks required, 6 feet apart	Masks strongly encouraged, 6 ft apart.
Physical Education	Masks required, 6 feet apart	Without masks - 10 ft apart With masks - 6 ft apart Shared equipment sanitized between each use.



# “Seamless” Plan

- Hybrid model designed so learning can continue with minimal interruption in event that an individual, school, or the whole district needs to transition to remote learning model
- Consistent schedules and expectations between models
- Common experiences for students from different cohorts, fully remote students, and students who are temporarily quarantined



# Fully Remote Model

- Teachers and students teaching and learning from different spaces connected through a virtual classroom environment.
- In the fully remote model, the daily schedule remains the same as in the hybrid model.
- Synchronous instruction is a core component of the remote learning plan.
- The cohorts are “reunited.”
- Professional development for teachers at the start of this year will focus on instructional strategies for effective teaching in the remote environment.



# Expectations for Students:

- Attendance will be taken for every class in every model.
- Return to our typical grading and report card system.
- When students are participating virtually, they will be expected to have their camera on. (We will assist with creating virtual backgrounds.)



# Health, Safety, and Well-Being



# Health, Safety, and Well-Being

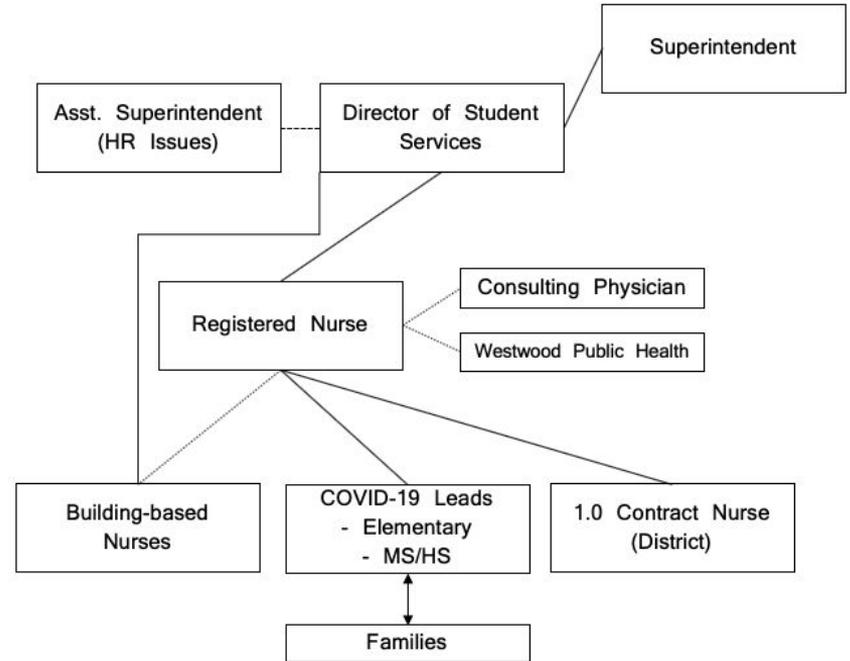
- “Community mindedness” framework
  - Parents and staff will do a daily screening based on a COVID-19 symptom checklist to determine whether or not to report to school.
- Established a COVID-19 Monitoring and Response Team
- Creating a *COVID-19 Health and Safety Website*



# Health, Safety, and Well-Being

## District's COVID-19 Team

- Monitor implementation of protocols and COVID-19 response plan
- Monitor health and safety of students and staff
- Respond quickly and effectively to issues
- Track local and state trends and emerging research
- Liaison with public health
- Serve as points of contact for families when communicating about concerns related to COVID-19



# Health and Safety Training and Professional Development

- Preparing to welcome students back to school after prolonged period of school closure during very uncertain time
- Attending to social and emotional needs of students
  - Help to feel safe and happy
  - Build our school community
- District professional development will initially focus on mandatory safety training and recommendations for supporting staff well-being
  - Online COVID-19 staff training before returning to school
  - In-person safety training during opening professional development
- Help students to establish new routines and understand expectations



# Masks/Face Coverings

- All students (PreK-12) and all staff will wear masks throughout day.
  - Exceptions for for those with a documented medical condition or disability reason that precludes wearing a mask.
- Masks need to fully cover the nose and mouth.
- Individuals should provide their own mask, and carry a backup.
- If a staff member or student does not have an appropriate face mask, the district will provide one.
- Time will be provided for mask breaks.



# Personal Protective Equipment

- District has purchased PPE and building supplies to protect students and staff from spread of COVID-19. Quantities determined based upon recommendations made by DESE.
- Includes
  - Disposable Masks (adult size) for Students
  - Disposable Masks for Teachers and Staff
  - Disposable Masks for Nurses
  - Disposable Nitrile / Vinyl Gloves (pairs)
  - Disposable Gowns
  - Eye Protection
  - Face Shields
  - Reusable Clear Face Masks
  - N-95 or KN-95 Masks
  - Hand Sanitizer
  - Disinfectant and Paper Towels



# Supplies Being Staged for Distribution



# Personal Hygiene Protocols

- Routines will be established for frequent hand washing and/or hand sanitizing.
- Classrooms with sinks will be stocked with soap and paper towels.
- Hand sanitizer will be available in classrooms, offices, and common areas in the building.
- Students and staff will receive instruction on proper hand washing and correct use of hand sanitizer.



# Signage



# Cleaning and Disinfecting Protocols:

- Classrooms will be cleaned and disinfected daily - at the end of each day.
- Desks and sinks will be wiped down and the entire room will be disinfected with a solution (Bioesque or Virex II 256) that is EPA listed to kill the COVID-19/SARS/Flu viruses
- Cleanliness of bathrooms and bottle fillers will be monitored during day and periodically disinfected, and thoroughly cleaned nightly.
- All common areas and high touch surfaces will be thoroughly cleaned and disinfected at the end of the day.
- Custodians will periodically wipe down high touch surfaces during the day.
- Classrooms will be supplied with spray bottles and paper towels to allow for the development of classroom routines such as wiping down desks, cleaning keyboard, etc.





# Heating and Ventilation Systems

District has conducted an assessment of HVAC systems in all schools

In all buildings:

- Air purifiers will be supplied to nurse's office and waiting room
- Mechanical HVAC systems will run continuously to draw in fresh air, even outside of school hours
- Hallway windows will be opened when weather allows, in order to improve fresh air circulation throughout the building
- Bathroom windows will be opened when weather allows
- Classroom or office with no source of fresh air (mechanical or window) will not be used unless equipped with an air purifier
- Filters will be replaced quarterly on mechanical HVAC units
- Where dampers can be controlled electronically and on set schedule, will be set to refresh air supply at dawn each morning, prior to students' arrival
- Air supply vents inspected to ensure they are open and not blocked



# Transportation

- About 30% of students will access bus transportation.
- One person per seat.
- Assigned seats from rear of bus to front of bus based on order of pickup.
- Masks required.
- Windows open, except in extreme weather conditions.
- Students and parents should maintain 6 feet of physical distance at bus stops

*We believe that based on this level of ridership, we will not need to do double bus runs if in a hybrid model.*



# Engagement and Equity



# Equity and Student Engagement :: Technology Access

- District is committed to providing access to tools students need for learning in hybrid model, as well as those needed in event of transition to remote learning
- Limited number of Wifi hotspots will be made available to families with demonstrated need for internet access. Families should contact Tech Support to request.



# Equity and Student Engagement :: Additional Learning Supplies

- Low-tech learning materials such as elementary math workbooks, English language arts/literacy texts, and hands-on science materials sent home with students in the fall
- School supply lists will include some items families have not purchased in the past:
  - Masks
  - Earphones with built-in microphones
  - Lab safety goggles
- The district will continue to work with community groups to support families that may need assistance purchasing back-to-school supplies



# Equity and Student Engagement :: Access to Meals

- Current hybrid model provides access to free/reduced school lunches for students in all grades during in-person days
  - At elementary, students will have a scheduled lunchtime at school
  - In grades 6-12, all students will be able to order and pick up a “grab and go” lunch prior to leaving school for the day
- District is committed to supporting students who qualify for free/reduced lunch during remote learning days in any model



# Equity and Student Engagement :: Boston Resident Students

- District is committed to ensuring Boston resident students receive whatever support is needed to be safe, connected, and successful during hybrid learning
- Will have access to remote academic support for core academic instruction
- Careful planning around cohorting and transportation will ensure students are safe during longer bus rides to and from Boston



# Equity and Student Engagement :: High Needs Students

Committed to identifying and supporting most vulnerable students who may need additional, in-person instruction beyond the District's current learning model. Students who meet the following criteria will be considered eligible for additional in-person programming:

- Students who attend district-wide specialized programs in order to meet IEP goals
- Students who previously qualified for ESY services
- English learners with lower English proficiency levels (WIDA 1, 2 and 3)
- Students who qualify for protections under the McKinney-Vento Act

*Parent forum related to special education and 504 issues is scheduled for  
Tuesday, August 11th at 7:30pm.*



# Fall Reopening Plan:

- School Committee will vote to determine the fall reopening model this evening.
- The final reopening plan will be published to the community on Monday for review.
- Parents will receive a final questionnaire -- due Friday, August 14th -- to indicate if their child will be returning to school in the district's reopening model or if they will be opting to remain fully remote.



# Next steps:

- This is our plan as of August 6th. If we've learned one thing in the last 5 months, it is that things can change quickly and require adjustments
- Continue to monitor public health data
- Continue to engage in collective bargaining processes
- Lots of work still to be done to plan for and implement the day-to-day details and work through challenges that arise



**What will  
school be like?**

