

GREENWICH PUBLIC SCHOOLS

RETURN TO SCHOOL PLANNING

August 6, 2020

Greenwich Public Schools: 2020 Return to School Planning Team

School Scheduling

- School scheduling complexities
- Partnering with school leaders

Transportation

- Scheduling
- Bus protocols
- Social distancing requirements

Food Service

- Food offerings
- Food delivery logistics
- Preparations

Health Advisement

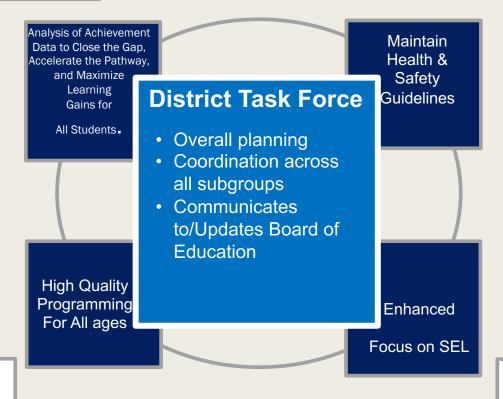
- Advisement on agency guidance
- Health monitoring

Athletics

- Facility cleaning & disinfecting
- Liaison to CIAC
- Coordination of athletes/coaches

Communications

- Regular updates to GPS community on planning
- · Crisis comms.



HR: Staffing/Health

- Personnel tracking
- Staffing considerations

Curric./Instruction

- Distance Learning enhancements
- Teacher Input
- Designing Instruction

Facilities & Security

- Building usage
- Social distancing & health/safety considerations

Special Education

 Coordination for continuing & maintaining face-toface services

Prof. Learning

- Teacher training
- · Teacher tools

Task Force Meetings

- ✓ Task Force June 25, 2020
- ✓ Task Force June 30, 2020
- ✓ Task Force July 2, 2020
- ✓ Task Force July 7, 2020
- ✓ Task Force July 9, 2020
- ✓ Task Force July 14, 2020
- ✓ Task Force July 16, 2020
- ✓ BOE Meeting, July 16, 2020 7:00 pm, Virtual
- ✓ Staff & Community Town Hall Sessions, July 30, 2020, Virtual
- Task Force Aug. 5, 2020
- BOE Meeting, Aug. 10, 2020 7:30pm, Virtual

Focus Group Input

- ✓ Return to School Q & A in Spanish: July 8, 2020 10:00 am
- ✓ Special Education Focus Group: July 9, 2020 12:30 pm
- ✓ Elementary Teacher Focus Group: July 9, 2020 2:00 pm
- ✓ Secondary Teacher Focus Group: July 10, 2020 2:00 pm
- ✓ Specialists Teacher Focus Group: July 13, 2020 1:00 pm
- ✓ PTAC Input Session: : July 15, 2020 2:00 pm
- ✓ Special Education Focus Group: July 16, 2020
- ✓ Staff Town Hall July 30, 2020 6:00 pm
- ✓ Community Town Hall July 30, 2020 7:00 pm
- ✓ Question and Answers Input 445 Contributions as of July 14, 2020

Upcoming Board of Education Special Meeting

• BOE Meeting, Aug. 10, 2020 7:30pm, Virtual

Thank you!

Information is available at www.greenwichschools.org
Click on the Return to School Planning Team tab

Remote Learning &

"In School" Scheduling Scenarios

Greenwich Elementary Schools - Fall 2020



Greenwich Elementary Model

What this time could be used for:

Language Arts

- Students working on independent reading task based on the minilesson
- Teacher pulls small strategy/instructional groups for reinforcement and enrichment
- Teacher meets with individual students to conduct running record (student reads a passage to the teacher to monitor fluency and accuracy of the reading passage)
- Teacher meets with individual and/or small groups of students to determine next area of focus for word work (spelling/encoding)

Math

- Students working on independent math task based on the minilesson
- Teacher provides direct instruction in problem solving strategies to small group of students for enrichment/reinforcement
- Teacher works with individual students to assess math fact fluency and accuracy

	Samp	ole Remote L	earning - 1st G	Grade				
Time	Monday	Tuesday	Wednesday	Thursday	Friday			
8:30 AM							Synchronous	
8:45 AM	Morning Meeting opening SEL activity				15 min	classroom	120 min/day	
9:00 AM	Language	Language Arts Mini Lesson in google meets with classroom			30 min	Instruction		
9:15 AM			teacher			30 111111		
9:30 AM							Asynchronous	
AIVI	Language A	Language Arts independent task teacher pulls breakout groups			60 min	classroom	105 min/day	
10:00 AM	Language	irts maepena	ent task teach	iei pulis breat	Kout groups	00 111111	Instruction	
10:15 AM								
10:30 AM	Student Break/Snack and Teacher available for question and				30 min	Synchronous		
10:45 AM		support				30 111111	specials	60 min/day
11:00 AM	Music with		Health with	Music with			Instruction	
11:15 AM	class	PE	class	class	Art with	60 min		
11:30 AM	Media with		PE		class	00 111111		
11:45 AM	class			Innovation				
00 PM	Math Mir	ni Lesson in g	oogle meets v	vith classroor	n teacher	15 min		
12:15								
12:30 PM	Math i	ndependent t	ask teacher p	ulls breakout	groups	45 min		
12:45 PM								
1:00 PM								
1:15 PM		Lur	nch/Recess/Br	eak		60 min		
1:30 PM								
1:45 PM								
2:00 PM	Science	Lesson in go	ogle meets wi	th classroom	teacher	30 min		
2:15 PM								
2:30 PM		Interactive Read Aloud			15 min			
2:45 PM		Clo	sing SEL Activ	rity		15 min		
3:00 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal			
3:15 PM								

How does the Greenwich model compare to a research-based model?



Congrove Model

District Profile

Grade Span K-12

Length of In-Person Student Day 6.33 hours

Length of Remote Student Day

Elementary 4.25 Hours

Secondary 5.00 Hours

Length of Instructional Staff Day 7.50 Hours



Congrove Model: K-2 & 3-5



Early Elementary Student Schedule (Kind. – 2 nd Grade)						
MINS	MON, WED TUE, THU FRI					
10	Scho	ol-Wide Morning Me	ssage			
15	Small-Gr	roup / Circle Time (SI	EL focus)			
25	Reading					
30	Flex Time / Elective (Art, Music, PE/Health)					
25	Writing					
45	Lunch (off video)					
35	Math					
30	Flex Time / Elective (Art, Music, PE/Health)					
30	Social Studies Science So. St./Sci.					
10	Small-G	roup/Circle Time (SE	L focus)			

Older Elementary Student Schedule (3 rd -5 th Grade)					
MINS	MON, WED TUE, THU FRI				
10	Sch	nool-Wide Morning	Message		
15	Small-Group / W	hole-Class Advisor	y (Staff-led SEL focus)		
40	ELA				
30	Flex Time / Elective (Art, Music, PE/Health)				
45		Lunch (off vide	0)		
40	Math				
30	Flex Time / Elective (Art, Music, PE/Health)				
35	Social Studies	Science	So. St./Sci.		
10	Small-Group/Whole-Class Dismissal (Staff-led SEL focus)				

Let's compare the Greenwich Model to the Congrove Model:

Greenwich Model: K-2

	Early Elementary Schedule (Kindergarten – 2 nd Grade)						
MINS	Monday	Tuesday	Wednesday	Thursday	Friday		
15		Morning Mee	ting Opening S	EL Activity			
30		Langua	ige Arts Mini le	sson			
60	Language Arts small group instruction/independent task						
30	Break/snack						
45	Art	Music	PE	Media	PE		
15	Math Mini-lesson						
45	Math small group instruction/independent task						
60	Lunch/Recess/Break (off Video)						
30	Science Lesson						
15	Interactive Read Aloud						
15		Clos	ing SEL Activity	/			

Congrove: K-2

Early Elementary Student Schedule (Kind. – 2 nd Grade)					
MINS	MON, WED TUE, THU FRI				
10	Scho	ol-Wide Morning Mes	ssage		
15	Small-Gr	oup / Circle Time (SI	EL focus)		
25	Reading				
30	Flex Time / Elective (Art, Music, PE/Health)				
25	Writing				
45	Lunch (off video)				
35	Math				
30	Flex Time / Elective (Art, Music, PE/Health)				
30	Social Studies Science So. St./Sci.				
10	Small-Group/Circle Time (SEL focus)				

Let's compare the Greenwich Model to the Congrove Model:

Greenwich Model: 3-5

Upper Elementary Schedule (3 rd – 5 th Grade)						
MINS	Monday	Tuesday	Wednesday	Thursday	Friday	
15 Morning Meeting Opening SEL Activity						
15		٨	Math Mini-lesson			
45		Math small grou	p instruction/ind	ependent task		
30	Science Lesson					
15	Snack/Break					
15	Language Arts Mini lesson					
60	Language Arts small group instruction/independent task					
60		Lunch/R	ecess/Break (off	Video)		
60	Art	Music Spanish	PE	Music Spanish	PE	
30	Spanish	Social Studies	Writing	Social Studies	Writing	
15	Interactive Read Aloud					
15	Closing SEL Activity					

Congrove: 3-5

Older Elementary Student Schedule (3 rd -5 th Grade)					
MINS	MON, WED	TUE, THU	FRI		
10	Sch	nool-Wide Morning I	Message		
15	Small-Group / W	hole-Class Advisor	y (Staff-led SEL focus)		
40	ELA				
30	Flex Time / Elective (Art, Music, PE/Health)				
45		Lunch (off video	p)		
40	Math				
30	Flex Time / Elective (Art, Music, PE/Health)				
35	Social Studies	Social Studies Science So. St./Sci.			
10	Small-Group/Wh	ole-Class Dismissa	l (Staff-led SEL focus)		

What does an "in school" ALP day look like using a cohort model?

Strategy: Develop an ALP cohort to lower homeroom class size

	Option A: combination of ELA/STEM for both teachers				
Time	Teacher A	Teacher B			
8:30 AM	Arrive	I/Prep			
8:45 AM	Arriva	І/РГЕР			
9:00 AM	4th Grade Math	5th Grade Math			
9:15 AM	mini-lesson	mini-lesson			
9:30 AM	4th grade math ind work	Esh grade mostly ind work			
9:45 AM	4th grade math ind. work	5th grade math ind. work			
10:00 AM	Ath grade Science Lesson	Eth grade Science Losson			
10:15 AM	4th grade Science Lesson	5th grade Science Lesson			
10:30 AM	Sna	ack			
10:45 AM	4th Grade LA mini-lesson	5th Grade LA mini-lesson			
11:00 AM	4th Grade LA mini-lesson	oth Grade LA mini-lesson			
11:15 AM	4th grade LA ind.	5th grade LA ind.			
11:30 AM	work/small group	work/small group			
11:45 AM	instruction	instruction			
12:00 PM	Prep	3rd Grade Math			
12:15 PM	Prep	mini-lesson			
12:30 PM					
12:45 PM	Lunch	3rd grade math ind. work			
1:00 PM	2nd Grade ELA ALP	2nd made Calance Lance			
1:15 PM	2nd Grade ELA ALP	3rd grade Science Lesson			
1:30 PM	Snack	Lunch			
1:45 PM	3rd Grade LA mini-lesson	Lunch			
2:00 PM	3rd Grade LA mini-lesson	Drop			
2:15 PM	3rd grade LA ind.	Prep			
2:30 PM	work/small group	2-16-1-11-1			
2:45 PM	instruction	2nd Grade Math ALP			
3:00 PM	2nd/3rd Grade Students Return to Homerooms for				
3:15 PM	dism	nissal			

	Option B: 1 ALP ELA teache	er and 1 ALP STEM teacher			
Time	Teacher A	Teacher B			
8:30 AM	Arrival/Prep				
8:45 AM	Alliva	уггер			
9:00 AM	4th Grade LA mini-lesson				
9:15 AM	4th Grade LA IIIIII-lesson	5th Grade Math mini-lesson			
9:30 AM		5th grade math ind. work			
9:45 AM	4th grade LA ind. work/small	oth grade math ind. work			
10:00 AM	group instruction	5th grade Science Lesson			
10:15 AM		Stri grade Science Lesson			
10:30 AM	Sna	ack			
10:45 AM	5th Grade LA mini-lesson				
11:00 AM	Stil Glade LA IIIIII-lessoii	4th Grade Math mini-lesson			
11:15 AM	5th grade LA ind. work/small	4th grade math ind. work			
11:30 AM	group instruction	4th grade Science Lesson			
11:45 AM	group mod decion	4th grade Science Lesson			
12:00 PM	Prep				
12:15 PM	Гер	3rd Grade Math mini-lesson			
12:30 PM					
12:45 PM	Lunch	3rd grade math ind. work			
1:00 PM	2nd Grade ELA ALP	2rd grade Salance Lasson			
1:15 PM	2nd Grade ELA ALP	3rd grade Science Lesson			
1:30 PM	Snack	Londo			
1:45 PM	0.10.1.1.	Lunch			
2:00 PM	3rd Grade LA mini-lesson				
2:15 PM		Prep			
2:30 PM	3rd grade LA ind. work/small				
2:45 PM	group instruction	2nd Grade Math ALP			
3:00 PM	2nd/3rd Grade Students Return to Homerooms for				
3:15 PM		issal			

How are you minimizing movement for Art & Music staff?

The "Semester" Approach

Music A						
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30 AM	Arrival	Bus Duty	Arrival	Bus Buts	Arrival	
8:45 AM	Arrivai	Bus Duty	Arrivai	Bus Duty	Arrival	
9:00 AM	3M	31	31	3D	3D	
9:20 AM	SIVI	31	31	30	30	
9:40 AM	3D		3M	3M	31	
10:00 AM	30		3101	SIVI	31	
10:20 AM		1D			1P	
10:40 AM		10			"	
11:00 AM	1G	1G	1TBD	1D	1D	
11:20 AM	10	10	1100	10	15	
11:40 AM	1TBD	1TBD	1P	1P	1G	
12:00 PM	1100	1100			10	
12:20 PM						
12:40 PM						
1:00 PM	5G	5G	5K	5K	5K	
1:20 PM	30	30	JIV.	JI.	JK.	
1:40 PM			5N	5N	5N	
2:00 PM			514	314	314	
2:20 PM				50		
2:40 PM				5G		
3:00 PM	Disciplina	Disciple	Disciplina	Diii		
3:15 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

		Ar	t A		
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Bus Duty	Arrival	Bus Duty	Arrival	Bus Duty
8:45 AM	Bus Duty	Arrival	Bus Duty	Arrival	Bus Duty
9:00 AM					
9:15 AM					
9:30 AM					
9:45 AM		кw			кв
10:00 AM		1000			ND.
10:15 AM	KD		кw	кв	
10:30 AM	N.D		1000	N.D	
10:45 AM		KTBD			KD
11:00 AM		KIDD			ND.
11:15 AM			KTBD		
11:30 AM			KIBD		
11:45 AM	2W				2W
12:00 PM	244				244
12:15 PM			2V	2V	
12:30 PM			24	24	
12:45 PM	20				
1:00 PM	28	28			
1:15 PM					4M
1:30 PM					4M
1:45 PM					
2:00 PM					
2:15 PM					
2:30 PM	4M	40	40	4W	4W
2:45 PM					
3:00 PM					
3:15 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
2:12 LIM					

Middle School Reopening

Scheduling / Room Usage

• All three middle schools will 'cohort' kids by teams of approx 100 students. That means that these 100 students interact ONLY with one another during the course of the day. They will have their core academics, electives, and lunch together. Cohorts will also have a way to enter and exit the building with their team that minimizes cross-cohort contact.

• We are also limiting the number of adults your children will come in contact with. In addition to their 5 subject area teachers, the cohort will all see the same physical education, music, and world language teachers. Your child will also receive either art, tech ed, or consumer science throughout the year, on a rotating basis, but only one of these three subjects each marking period. We have teamed the interventionists, SPED, and ELL teachers as well to limit cross-team contacts. Room usage is also contained within cohorts.

Logistics

- All kids and adults will wear masks.
- No use of lockers to decrease hallway congestion.
- Students will be permitted to carry backpacks.
- Hand sanitizers in each classroom and outside of each bathroom
- Staggered passing times in between classes
- Allow/encourage outside instruction and maybe even lunch, weather and lesson plan permitting
- Line markings down the hallway to enforce right side walking
- Signage reminding kids to socially distance
- Building disinfected daily and cafeteria disinfected after each lunch wave
- Set up classrooms so all kids are facing in the same direction and not sharing tables. The seats are approx 4 feet from one another. If there is a need to share a table, plexiglass dividers will separate the children.
- No congregating before school. We will open doors to multiple different entrances at 7:20 am and kids will report to their first block of the day at that time.
- No late buses or after school activities to start the year

Electives

In an effort to limit the number of kids and adults that the children are exposed to, we had to make the following decisions regarding electives:

- All children will receive General Music Instruction. Due to Safety concerns, Band and Chorus could not be
 offered, and because we need all our music staff to teach general music, Strings as well can not be offered.
 We are exploring delivering these electives, virtually, as after school options.
- All Children will receive PE with necessary adjustments to meet health and safety guidelines. Health for 6th and 8th graders may be embedded into PE time
- Consumer Science, Technology and Art will be offered by grade for anywhere from 45-60 days. Student cohorts will rotate through these elective courses during the year so that all kids will have an experience in each of these content areas
- Seminar will be embedded into ELA.
- Digital Literacy will be included in the elective rotation or embedded into other core content areas as appropriate

*Due to specific building level needs/challenges there may be slight variations to the above plan between the three buildings.

Daily Schedule (examples):

In Person:

 # of classes per day and length of class periods the same as previous years for each middle school

 Lessons will be similar to previous years with adjustments for health and safety (i.e. group work, hands on activities, etc.)

Full Remote:

- # of classes per day and length of each period will be the same as in-person school
- Sample lesson (50 min period, highlighted segments w/ teacher):
 - 5 minute intro/transition/warm-up
 - 10 minutes of new material (guided notes, teacher examples, etc.)
 - 10 minute activity (independent work, small breakout groups)
 - 10 minutes of class discussion
 - 10 minute activity (formative assessment of learning)
 - 5 minute closure/wrap up/review

DRAFT: August 6, 2020

2:35-2:45 Day A Block 6

Day B Block 7
Day B Block 8

2:50-3:00

3:05-3:15

Tuesday, September 8: 9th Grade and New GHS Student Orientation

9th Graders: GREENWICH COHORT (A-Lem)

8-8:30 8:30- 9:30	Arrive and report directly to their HOUSE where they will go to homeroom In homerooms: Watch Class Meeting, get schedule, meet House Team, understand			
layout of school				
9:35-11:30	Students follow Day A plus Day B7 & B8			
9:35-9:45	Day A Block 1			
9:50-10:00	Day A Block 2			
10:05- 10:15	Day A Block 3			
10:20-10:30	Day A Block 4			
10:35-10:45	Day A Block 5			
10:50-11:00	Day A Block 6			
11:05-11:15	Day B Block 7			
11:20-11:30	Day B Block 8			
	9th Graders: CARDINALS COHORT (Len- Z)			
11:45-12:15	Arrive and report directly to their HOUSE where they will go to homeroom			
12:15- 1:15	In homerooms: Watch Class Meeting, get schedule, meet House Team,			
understand layout of school				
1:20- 3:15	Students follow Day A plus Day B7 & B8			
1:20-1:30	Day A Block 1			
1:35- 1:45	Day A Block 2			
1:50- 2:00	Day A Block 3			
2:05-2:15	Day A Block 4			
2:20-2:30	Day A Block 5			

New 10th, 11th, and 12th Grade Students

8-8:30	Arrive and report directly to GLASS CORRIDOR where they will be directed to 804
8:30-9:30	Room 804: Welcome from Mayo/Nedell/Foster/Robinson
9:30- 11:00	Media Center: Network Information, chromebooks, Get ID, Pictures
11:00-11:30	Media Center: House Administrators and Counselors

Wed-Fri September 9, 10, and 11 Options

DRAFT: August 6, 2020

Option 1:

Wednesday, September 9th GREENWICH COHORT AT GHS/ CARDINALS COHORT LIVESTREAMS Day A

Thursday, September 10th CARDINALS COHORT AT GHS/ GREENWICH COHORT LIVESTREAMS Day B

Friday, September 11th CARDINALS COHORT AT GHS/ GREENWICH COHORT LIVESTREAMS Day C

Option 2:

Wednesday, September 9th GREENWICH COHORT at GHS in MORNING Day A; CARDINALS COHORT at GHS in AFTERNOON Day A

Thursday, September 10th CARDINALS COHORT AT GHS/ GREENWICH COHORT LIVESTREAMS Day B

Friday, September 11th GREENWICH COHORT AT GHS/ CARDINALS COHORT LIVESTREAMS Day C

Greenwich High School Draft Daily Schedule Fall 2020

Rationale

This schedule allows all students to be in the physical classroom regularly with their teacher and accommodates the classes that meet 3X, 2X, or 1X per cycle (science labs, seminar skills, electives, academic lab). 41 courses total from the Business, Art, Family & Consumer Science, Music, Theatre, Technology, Media, Reading, and Innovation Lab classes meet 3X per cycle. All of the PE/Health & Safety classes and many Special Education classes also meet 3X per cycle. There are 602 sections total from the areas just mentioned. Click here to see a breakdown of these courses. For further rationale considerations, click here.

Hybrid Model

The benefit of this hybrid in-person / remote instruction is that the hours of instruction remain intact for each course. It also ensures that all students are accessing instruction whether in person or logged into Google Meets at the same time. We know that a daily structure is healthy for our students. Students who must participate in remote learning full-time due to health concerns will have access to the classroom daily. Further, the teacher contract is followed with respect to planning time, overall student caseload, etc. Teachers will use their classroom desktop to set up Google Meets for their students at home to log in.

Plan

- Students will be divided into two cohorts by last name. We will do our best to split the number of students as close to 50/50 as possible. We will look at class rosters as well. One cohort will be called GREENWICH, the other CARDINALS.
- All students will follow the GHS A-H block schedule.
- GREENWICH and CARDINALS will have set days that each cohort is physically in the building. Students who are home will be expected to log into the live Google Meets session to watch and participate in the classroom instruction.

GREENWICH cohort comes to school every Monday and Tuesday. CARDINALS cohort live streams into the classroom from home every Monday and Tuesday. CARDINALS cohort comes to school every Thursday and Friday. GREENWICH cohort live streams into the classroom from home every Thursday and Friday.

Wednesdays BOTH COHORTS will live stream from home. Teachers (if allowed) will have the option to teach from the classroom or from home while the students are home watching.

HYBRID SCHEDULE

SAMPLE WEEK (following week would be Days F, G, H, A, and B)					
	Monday	Tuesday	Wednesday	Thursday	Friday
		CH COHORT: DL BUILDING FULL REMOTE CARDINALS COM IN SCHOOL BUIL			
		S COHORT: E STREAMING	LEARNING	GREENWICH COHORT: AT HOME LIVE STREAMING	
	DAY A	DAY B	DAY C	DAY D	DAY E
8:30 - 9:26	Block 1	Block 4	Block 2	Block 1	Block 2
9:32 - 10:23	Block 2	Block 3	Block 1	Block 2	Block 1
10:29 - 11:20	Block 3	Block 6	Block 7	Block 3	Block 3
11:26 - 12:51 (includes 4 lunch waves)	Block 4	Block 5	Lunch 11:20- 11:50 Block 8 11:56-12:51	Block 4	Block 4
12:57 - 1:48	Block 5	Block 7	Block 6	Block 8	Block 5
1:54 - 2:45	Block 6	Block 8	Block 5	Block 7	Block 6
2:45 - 3:15	SEL	SEL	SEL	SEL	SEL

^{*}Notes about holidays, three-day weekends, etc.

EXPLANATORY NOTES FOR MONDAYS, TUESDAYS, THURSDAYS, and FRIDAYS			
PINK	Students will enter the building through multiple locations. Entrance will be determined by where their first class of the day is in the building. Students will report to the room where their first block class is located. The Student Center will be closed in the morning. The first block of the day is slightly longer (56 minutes) to accommodate the staggered arrival of students to school and to give additional time for teachers to connect with students before the lesson begins.		
GREEN	51 minute block periods to allow teachers time to set up the livestream and deliver the lesson.		
YELLOW	55 minute block period to allow teachers time to set up the livestream and deliver the lesson. In addition, 30 minute lunch will be held over four waves to allow less students in the Student Center at one time.		
BLUE	Social Emotional Learning (SEL) time and staggered exit of students . This time can be used for counselor advisory, school wide topics/assemblies, PPS and teachers to "check in/check out" on students, and Cardinal News.		
PASSING TIME	There are 6 minutes of passing time to allow students and staff to safely move around the building. A team is meeting to discuss the best way to quickly and safely move students and staff around the building. The team is considering using one way stairways and including the stairways that are currently used only during Firedrills.		

	EXPLANATORY NOTES FOR REMOTE LEARNING WEDNESDAYS		
PINK	The first block of the day is slightly longer (56 minutes) to accommodate additional time for teachers to connect with students before the lesson begins. Attendance required.		
GREEN	All students are expected to log in for 51 minute block periods. Teachers will provide a mix of direct instruction, group work, and independent work. Attendance required.		
YELLOW	Lunch from 11:20-11:50. All students are expected to log in from 11:56-12:51 for the 55 minute lunch block period. Teachers will provide a mix of direct instruction, group work, and independent work. Attendance required.		
BLUE	Social Emotional Learning (SEL) time . This time can be used for counselor advisory, school wide topics/assemblies, PPS and teachers to check in/check out on students, and Cardinal News.		

When teachers do not have a scheduled class they will use the time to plan, grade, give extra help to students, attend meetings such as PPTs and parent meetings, and collaborate with colleagues.

Why are all students home on Wednesdays?

Answer: To allow deep cleaning of school between cohorts.

FULL REMOTE LEARNING

SAMPLE WEEK (following week would be Days F, G, H, A, and B)					
	Monday: DAY A	Tuesday: DAY B	Wednesday: DAY C	Thursday: DAY D	Friday: DAY E
8:30 - 9:26	Block 1	Block 4	Block 2	Block 1	Block 2
9:32 - 10:23	Block 2	Block 3	Block 1	Block 2	Block 1
10:29 - 11:20	Block 3	Block 6	Block 7	Block 3	Block 3
11:20- 11:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:56 - 12:51	Block 4	Block 5	Block 8	Block 4	Block 4
12:57 - 1:48	Block 5	Block 7	Block 6	Block 8	Block 5
1:54 - 2:45	Block 6	Block 8	Block 5	Block 7	Block 6
2:45 - 3:15	SEL	SEL	SEL	SEL	SEL

EXPLANATORY NOTES FOR FULL REMOTE LEARNING		
PINK	The first block of the day is slightly longer (56 minutes) to accommodate additional time for teachers to connect with students before the lesson begins. Attendance required.	
GREEN	All students are expected to log in for 51 minute block periods. Teachers will provide a mix of direct instruction, group work, and independent work. Attendance required.	
YELLOW	Lunch from 11:20-11:50. All students are expected to log in for the 55 minute lunch block period. Teachers will provide a mix of direct instruction, group work, and independent work. Attendance required.	
BLUE	Social Emotional Learning (SEL) time. This time can be used for counselor advisory, school wide topics/assemblies, PPS and teachers to "check in/check" out on students, and Cardinal News.	

Draft as of_7/30/20

When teachers do not have a scheduled class they will use the time to plan, grade, give extra help and conference with students, attend meetings such as PPTs and parent meetings, and collaborate with colleagues.

We've explored alternatives, but they all significantly impact instructional time and would place an additional burden on teacher planning time. While we can make minor modifications to the curriculum necessary to support remote learning, it is vital that our curriculum continue with the level of rigor and quality of content and learning experiences that our community expects. The quality of the GHS curriculum is recognized by colleges and universities in the U.S. and other countries. Modifications to course instructional hours would jeopardize GHS courses that serve as dual enrollment credit, such as University of Connecticut ECE and Norwalk Community College. Modifications would also adversely affect courses with curriculum that must be approved by the Advanced Placement Program, as well as courses approved by the NCAA.

The courses and grades on the student's transcript is the most important element in the college admissions process. Showing prospective colleges that students are challenging themselves academically is important. Handling a traditional GHS course load is a good indicator of how our students will do in college. Since other parts of the student's high school experience may be impacted due to COVID-19 limitations (such as playing in a select orchestra, leading clubs, theater productions, athletics) we don't want their curriculum to be impacted as well.

We would need to inform colleges of any significant change in the hours of instruction. We also need to inform NEASC of any major changes in instructional time. We don't want to impact our strong outcomes in terms of academic achievement, college admissions and successful completion of bachelor's degrees. Knowing that our students have already lost instructional time during the 19-20 school year, we do not want to lose more instructional time during the 20-21 school year. We don't want to reduce the rigorous curriculum standards and the breadth of knowledge in which our students have proven they can succeed. Will students who receive a year of more limited instruction time/curriculum be prepared to succeed in advanced courses in future years? How would a student who loses substantial content and experience in Honors Algebra II be as well prepared for Honors PreCalculus?

NOTES: A daily and weekly calendar of the schedule will be posted on the GHS website as well as in Google Calendar. Our GHS Reopening of School Committee is also exploring how to address the social emotional needs of our students within any of the above schedules. The schedule reasonably balances the total number of days the GREENWICH and CARDINALS cohorts are physically in the school building during the 2020-2021 school year: Mondays 33, Tuesdays 38, Thursdays 38, Fridays 36. We placed a high priority on a consistent schedule for students.

Actions Taken To Date:

Draft as of_7/30/20

The GHS Reopening of School Committee was formed in May. There is representation from 22 staff members from different departments, the head nurse for the district, both PTA Co-Presidents, 1 intern from outside of GHS, the GEA President, nine administrators, and 4

students. The committee met three times during the school year, and three times during the summer as of July 23, 2020. The committee is divided into 12 subcommittees. One of the subcommittees is specifically focused on the schedule.

What have we done to get input on creating the schedules?

All departments were asked for feedback about remote learning. They were asked, "What has been the positive takeaways from remote learning" and "What specific suggestions do you have for ways to improve remote learning?" This information was shared with the GHS Reopening of Schools Committee. The committee members were asked to gather additional feedback and update their departments on the work the committee completed prior to school ending. The committee members also reviewed examples from other high schools, including DRGs A&B in CT, which had either developed or were developing new daily schedules to address new health guidelines.

What feedback from teachers, staff, and parents did we use to address the proposed schedules?

- Teachers expressed concern about students not having to log into google meets at specific times of the day. This aligns with the feedback from the parent community gathered by the district.
- 2. Teachers expressed concern about not having to take attendance. They want to hold students accountable for attending class at a set time. This aligns with the feedback from the parent community gathered by the district.
- 3. Teachers expressed concern about the number of hours students would be required to be on the computer in one day during FULL REMOTE LEARNING.
- 4. We felt the need to find time to connect with students to check in on how they were doing and feeling. This is built into the morning block of the hybrid schedule and the Study, Prep, and Connect time during the FULL REMOTE LEARNING days.
- 5. Teachers asked to be able to stream from their classrooms on the days when students are all at home. This allows them to utilize the resources in their classroom.
- 6. The feedback we have received from our GHS teachers who are teaching summer school via live streaming has been positive.
- 7. Teachers wanted consistency with the block schedule, whether remote or in-person, so they could plan accordingly. Unexpected changes to the schedule (i.e. Flex Fridays) disrupted planning and instruction.
- 8. Teachers understood the need to retain our block schedule in order to accommodate the wide range of courses students chose during the spring in order to meet graduation requirements and pursue their interests. Many classes at GHS meet less than full time (6 blocks per cycle). The proposed schedule allows all students to be in the physical

Draft as of_7/30/20

classroom regularly with their teacher and accommodates the classes that meet 3X, 2X, or 1X per cycle (science labs, seminar skills, electives, academic lab). Twenty-six courses from the Business, Art, Family & Consumer Science, Music, Theatre, Technology, Media, Reading, and Innovation Lab classes meet 3X per cycle. All of the PE/Health & Safety classes and many Special Education classes also meet 3X per cycle.

- 9. The Schedule subcommittee met on Monday July 20th to review the third draft of the schedule. (This is the fourth draft.)
- 10. The schedule subcommittee developed a survey to gather feedback on the draft schedule. This survey was shared with the GHS staff.

Next steps planned:

- 1. Survey results will be shared with the staff.
- 2. We will offer focus groups to gather further input from staff about the draft schedule.