

# Newtown Public Schools

## Health & Safety Emergency Instructional Plan

*~Models for Learning~*



*At Our Core*

**Fall 2020**

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# Newtown Public Schools



## Health & Safety Emergency Instructional Plan

During the current health crisis, Newtown Public Schools are prepared to deliver a high-quality educational experience through three possible models of instruction: **On-Site Learning Model (With Optional Remote Learning)**, **Hybrid Learning Model (With Optional Remote Learning)** and **Distance Learning Model**. The priority of any school district is the health, safety and well-being of our staff and students, and the decision regarding which model will be implemented in Newtown, and when, will be driven by these factors and made in consultation between the Superintendent, Newtown's Director of Public Health and the Newtown Board of Education. The three models are designed to be as fluid as possible in order to allow the District to shift to more or less restrictive measures as necessary for public health and safety. The models also offer families the opportunity to choose an option that best meets their needs.

### On-Site Learning Model (With Optional Remote Learning)

The On-Site Learning Model will provide instruction for students who are physically present and participating in a typical school experience. In order to meet health and safety protocols, there may be modifications to the operational day such as alterations to schedules, curricula or classroom layouts; however, the delivery of instruction will be primarily driven by the typical on-site, school day schedule.

The On-Site Learning Model will also be structured to provide temporary remote learning for those parents voluntarily opting for remote learning for their students. This will typically be achieved by students participating at home in synchronous lessons via Google Meet as the teacher delivers instruction to those students as well as the students in school. Every effort will be made to ensure a comprehensive and inclusive learning experience for our remote learners. However, there are some experiences that may be impractical, if not impossible, to capture electronically. Some examples include physical education classes, some types of labs, certain free play or discovery activities for younger children, and classes that take place in outside spaces. Additionally, technological glitches are possible despite the extensive planning taking place in the District to deliver a high quality remote learning experience. Our teachers will be doing their best to teach in a manner never done before - teaching simultaneously to the students in front of them, while teaching to those in another location. Finally, it may be challenging for some families to access synchronous instruction. In those instances, video clips of the lesson may be made available for viewing at a later time or other alternative instructional options may be offered.

On-Site Learning Model: 2 Options	
On-Site Learning 	Optional Remote Learning 
Students will arrive at school and participate in morning routines such as the Pledge of Allegiance, morning announcements, daily attendance and morning or community meetings as appropriate to school level.	Students will log into Google Meet to participate in morning routines such as morning pledge and announcements, homeroom and daily attendance as appropriate to school level.
Students will participate in person in each lesson and/or class	Students will log into Google Meet to participate in each lesson

as scheduled throughout the day.	and/or class scheduled throughout the day. Students' time online for each lesson or class will vary. Students may log in for the mini-lesson portion of the lesson or class; then may log out to do independent work; and may log back in for extra help or closure of the lesson. In some classes, particularly at the high school, it may be necessary for the student to remain online for the entire class period. In other cases, such as physical education classes, an alternate assignment that can be done any time may be provided.
Students will interact with classmates who are physically present in the classroom as well as those who are learning from home. In some situations, it may be necessary for the teacher to teach remotely.	Technology is being deployed in schools to enable students learning from home to interact with both the teacher and with other students. Most classrooms will be equipped with a camera, a microphone and a monitor of some type that will allow the students at home to see and hear both the teacher and classmates; the teacher and, when appropriate, classmates will also be able to see and speak with the students at home.
<b>Remote Teaching</b>	
<i>In some cases, due to the nature of the health emergency, the teacher may be teaching remotely while another adult is present in the class to supervise and provide assistance to the students who are physically present. As noted above, the technology that is being deployed in schools will allow for two-way, live-interaction between both on-site and virtual participants.</i>	

## Schedules for On-Site Learning Model

Each school will share with students and parents its own, typical school day schedule when operating under the On-Site Learning Model. Students opting for remote learning would follow the usual schedule synchronously except during lunch, recess, and other times during the day when it is not practical or possible to do so. The teacher will typically provide direction to students in order to balance the time a student is engaged online with the teacher and peers and to be offline completing assignments independently.

Students who are joining classes remotely will not typically be logged on for the duration of an entire class period or block. The actual time to be online will vary depending on a number of factors such as the age of the student and the nature of the lesson. For younger students, the teacher may deliver a 10-15 minute mini-lesson and answer clarifying questions before sending the students off to work independently with an assigned time for them to check back in with the teacher for extra help. This model may also apply to older students. However, particularly in some classes, the nature of the discussion may call for the student to be online for a longer period of time with the whole class or may even have that student break off into some online group work with peers.

## Hybrid Learning Model (With Optional Remote Learning)

The Hybrid Learning Model will provide students with a blended experience of both on-site and remote learning by assigning students to one of two cohorts. Students in *Cohort A* will attend school in person on Monday and Tuesday and will learn from home Wednesday, Thursday and Friday. Students in *Cohort B* will learn from home Monday, Tuesday and Wednesday and will attend school in person on Thursday and Friday. This model reduces school capacity to approximately 50% and allows for less crowding on buses and in classrooms and will include necessary health and safety modifications to the operational day such as alterations to schedules, curricula or classroom layouts.



On Monday, Tuesday, Thursday and Friday, when students of Cohort A or B are in school, the delivery of instruction will be primarily driven by the typical on-site, school day schedule. On Wednesdays, *all* students will be learning from home and schools will implement a modified schedule to reduce screen time for students. Although students will still be expected to check into their classes synchronously, teachers may limit class time by selecting assignments for students to complete asynchronously.

Every effort will be made to ensure a comprehensive and inclusive learning experience for our students learning from home on their cohort's remote learning days. However, there are some experiences that may be impractical, if not impossible, to capture electronically. Some examples include physical education classes, some types of labs, certain free play and discovery activities for younger children, and classes that take place in outside spaces. Additionally, technological glitches are possible despite the extensive planning taking place in the District to deliver a high quality remote learning experience. Our teachers will be doing their best to teach in a manner never done before - teaching simultaneously to the students in front of them, while teaching to those in another location. Finally, it may be challenging for some families to access synchronous instruction. In those instances, alternative instructional options may be necessary.

As with the On-Site Learning Model, the Hybrid Learning Model will also be structured to provide a temporary remote learning option on all days for parents. This will typically be achieved by students at home participating in synchronous lessons via Google Meet as the teacher delivers instruction to those students as well as the students in school on in-school learning days. On Wednesdays, *all* students will be learning from home and schools will implement a modified schedule to reduce screen time for students. Although students will still be expected to check into their classes synchronously, teachers may limit class time by choosing to provide alternative assignments for students to complete asynchronously. Every effort will be made to ensure a comprehensive and inclusive remote learning experience for our remote learners.

## Special Education Services and the Hybrid Model

Students receiving special education services will receive their services as stipulated in the IEP. On days they are not on-site, they will receive those services remotely, to the greatest extent possible. Should the District enter into the Hybrid Learning Model, students with the most significant needs and with the highest level of services on an IEP will be served in-person regardless of the cohort.

Hybrid Learning Model	
<b>On-Site Learning:</b> <b>Cohort A on Monday &amp; Tuesday</b> <b>Cohort B on Thursday &amp; Friday</b> 	<b>Remote Learning:</b> <b>Cohort A on Thursday &amp; Friday</b> <b>Cohort B on Monday &amp; Tuesday</b> 
Students will arrive at school and participate in morning routines such as the Pledge of Allegiance, morning announcements, daily attendance and morning or community meetings as appropriate to school level.	Students will log into Google Meet to participate in morning routines such as Pledge of Allegiance, morning announcements, daily attendance and morning or community meetings as appropriate to school level.
Students will participate in person in each lesson and/or class as scheduled throughout the day.	Students will log into Google Meet to participate in each lesson and/or class scheduled throughout the day. Students'

time online for each lesson or class will vary. Students may log in for the mini-lesson portion of the lesson or class; then may log out to do independent work; and may log back in for extra help or closure of the lesson. In some classes, particularly at the high school, it may be necessary for the student to remain online for the entire class period. In other cases, such as physical education classes, an alternate assignment that can be done any time may be provided.

Technology is being deployed in schools to enable students learning from home to interact with both the teacher and with other students. Most classrooms will be equipped with a camera, a microphone and a monitor of some type that will allow the students at home to see and hear both the teacher and classmates; the teacher and, when appropriate, classmates will also be able to see and speak with the students at home.

Students will interact with classmates who are physically present in the classroom as well as those who are learning from home. In some situations, it may be necessary for the teacher to teach remotely.

### Optional Remote Learning for All Students (Cohort A & Cohort B)



Students will log into Google Meet to participate in morning routines such as the Pledge of Allegiance, morning announcements, daily attendance and morning or community meetings as appropriate to school level.

Students will log into Google Meet to participate in each lesson and/or class scheduled throughout the day. Students' time online for each lesson or class will vary. Students may log in for the mini-lesson portion of the lesson or class; then may log out to do independent work; and may log back in for extra help or closure of the lesson. In some classes, particularly at the high school, it may be necessary for the student to remain online for the entire class period. In other cases, such as physical education classes, an alternate assignment that can be done any time may be provided.

Technology is being deployed in schools to enable students learning from home to interact with both the teacher, other students online and in the classroom. Most classrooms will be equipped with a camera, a microphone and a monitor of some type that will allow the students at home to see and hear both the teacher and classmates; the teacher and, when appropriate, classmates will also be able to see and speak with the students at home.

### Remote Teaching

*In some cases, due to the nature of the health emergency, the teacher may be teaching remotely while another adult is present in the class to supervise and provide assistance to the students who are physically present. As noted above, the technology that is being deployed in schools will allow for two-way, live-interaction between both on-site and virtual participants.*

















## Sample Schedules for Hybrid Learning Model

### Newtown High School - Sample Hybrid Learning Model Schedule Monday, Tuesday, Thursday, Friday Block Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday
	Cohort A @ NHS/ Cohort B Remote	Cohort A @ NHS/ Cohort B Remote	All Students Remote	Cohort B @ NHS/ Cohort A Remote	Cohort B @ NHS/ Cohort A Remote
8:00-9:25	1	5	X	1	5
9:31-10:56	2	6	X	2	6









11:02-1:01	3	7	X	3	7
Lunch 1 (11:02-11:32)					
Lunch 2 (11:47-12:17)					
Lunch 3 (12:31-1:01)					
1:07-2:32	4	8	X	4	8

**Newtown High School - Sample Hybrid Learning Model**  
**Wednesday Remote Learning Schedule**

















Wednesday Schedule			Wednesday Schedule		
Week 1			Week 2		
	Per. 1	8:00-8:49		Per. 5	8:00-8:49
	Per. 2	8:54-9:43		Per. 6	8:54-9:43
	Per. 3	9:48-10:37		Per. 7	9:48-10:37
	Per. 4	10:42-11:32		Per. 8	10:42-11:32
	Lunch	11:37-12:37		Lunch	11:37-12:37
	Freshman Seminar/Counselor Workshop 12	12:37-1:12		Freshman Seminar/Counselor Workshop 12	12:37-1:12
	Counselor Workshop 9/Senior Capstone	1:17-1:52		Counselor Workshop 9/Senior Capstone	1:17-1:52
	Clubs/Activities	1:57-2:32		Clubs/Activities	1:57-2:32

**Newtown Middle School - Sample Hybrid Learning Model**  
**Monday, Tuesday, Thursday, Friday Schedule**

	Min	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	10 min	School-wide Morning Message & Attendance					
	45 min	English Language Arts					












	45 min	Math
	45 min	Social Studies
	45 min	Unified Arts
	30 min	Lunch & Recess
	30 min	Learning Lab
	45 min	Science
	45 min	Unified Arts
	15 min	Dismissal

**Newtown Middle School - Sample Hybrid Learning Model**  
**Wednesday Schedule**








Monday Through Friday - Grade 7			Monday Through Friday - Grade 8		
	35 min	Academics		35 min	Unified Arts
	35 min	Academics		35 min	Unified Arts
	35 min	Academics		35 min	Academics
	45 min	Lunch		45 min	Lunch
	35 min	Academics		35 min	Academics
	35 min	Unified Arts		35 min	Academics
	35 min	Unified Arts		35 min	Academics
	45 min	Flex Time		45 min	Flex Time







**Reed Intermediate School - Sample Hybrid Learning Model**  
**Monday, Tuesday, Thursday, Friday Schedule**












	Min	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	5 min	School-wide Morning Message & Attendance					
	15 min	Community Meeting					
	43 min	Reading					
	43 min	Writing					
	43 min	Unified Arts					
	43 min	Lunch & Recess					
	43 min	Math (Block 1)					
	43 min	Math (Block 2)					
	43 min	Unified Arts					
	43 min	Science	Social Studies	Science	SEL Instruction	Science	Social Studies
	14 min	Dismissal					

**Reed Intermediate School - Sample Hybrid Learning Model**  
**Wednesday Schedule**












	10 min	Announcements/Attendance
	15 min	Community Meeting
	30 min	Reading
	30 min	Unified Arts(PE, Art, Music)
	30 min	Writing
	30 min	Science/Social Studies
	30 min	Lunch

	30 min	Math
	30 min	Unified Arts (Music, Spanish, Computer, Health, Project Adventure, STEM)
	5 min	Closure/Set up For Flex
	45 min	Flex Time

**Elementary - Sample Hybrid Learning Model**  
**Monday, Tuesday, Thursday, Friday Schedule**

	MINS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
	5 min	School-wide Morning Message & Attendance					
	20 min	Morning Meeting					
	60 min	Reading					
	15 min	Read Aloud/Snack					
	45 min	Math					
	60 min	Lunch/Recess					
	10 min	Quiet Time/Mindful Moment					
	30 min	Foundations/Word Work					
	40 min	Writing					
	30-60 min	Science	Science	Science	Social Studies	Social Studies	So. Studies/ Science
	40 min	Special					
	10 min	Dismissal					

**Elementary Schools - Sample Hybrid Learning Model**  
**Wednesday Schedule**

<b>Elementary Schedule (K-4)</b>		
	10 min	Announcements/Attendance
	15 min	Morning Meeting (SEL)
	25 min	Reading
	30 min	Special (PE, Art, Music, Library, Spanish)
	15 min	Read Aloud or Mindful Break
	25 min	Writing
	45 min	Lunch/Recess
	35 min	Math
	30 min	Science/Social Studies
	10 min	Closure/Set up For Flex
	45 min	Flex Time - 4.75

## Opting for Remote Learning under the On-Site Learning or Hybrid Learning Model

### Obligations of Parents and Families

Connecticut law continues to require children to engage in public school education unless they receive equivalent instruction elsewhere. Families have a legal obligation to engage in public school education unless children are receiving equivalent instruction elsewhere (such as through home-schooling or in non-public schools). Therefore, in collaboration with our schools, parents who decide to opt into voluntary remote learning will also be expected to supervise and engage their children to fully and effectively access the remote learning that is being offered.

The remote learning option must be exercised as a full day, not a selection of some in-person classes and others remote.

It is understandable that students and families may start the year with the remote learning option and then decide to return to on-site learning at some point in the future. However, students and families will not be permitted to alternate back and forth between the two models.

Parents must notify the District no later than August 12, 2020, if they intend to opt for remote learning. Information specific to that will be sent to all families and posted on the District website.

Parents will be asked to provide at least one week notice if the student will return to in-person classes. A link to a “Request to Return to School” Google Form will be posted on the District website. Parents must submit the Google Form at least one week prior to a student’s return. This enables the school to safely prepare for an increase in student enrollment and allows time for bus routes to be adjusted.

Currently, for the 20-21 school year, the District is required to provide full time access to *in-person* instruction for a minimum of 177 days of school and 900 hours of instruction. The family choice of remote learning is voluntary and should be distinguished from the District’s obligation in the circumstance where classes are cancelled for a broader population, should public health data require it.

## **Curriculum, Instruction and Assessment**

The nature of the remote learning option may not result in matching instructional hours 1:1 with the on-site learning experience, and there may be times when alternative assignments are given.

Arrangements must be made in advance with each school to pick up physical materials, such as textbooks or workbooks, needed for participation in remote learning.

While teachers will be utilizing a variety of digital tools, there may be times when resources will be posted on SeeSaw or in Google Classroom that need to be printed. It is strongly recommended that at-home learners have access to a printer.

Students participating in the remote learning option will be expected to access statewide assessments in-person, unless the assessments are available remotely. Other district assessments may or may not be administered remotely, depending upon whether those assessments are available online. There are some assessments that must be completed in-person, and for those, the schools will make arrangements for remote learners to come into schools to participate.

## **Attendance**

Attendance will be tracked on a daily basis for students who opt for remote learning and will be consistent with current policy which states, “A student is considered to be ‘in attendance’ if present at their assigned school, or an activity assigned by the school (e.g. field trip) for at least half of the regular school day”. The District will track attendance in a variety of ways, including but not limited to, presence in synchronous online classes, time documented in digital platforms, and the extent of daily work completed.

## **Extracurricular Activities**

Students choosing the remote learning option will be allowed to participate in school activities not related to the core curriculum (such as extra-curricular activities and sports).

## **Temporary Nature of the Remote Learning Option**

Should public health data support a changed approach, the policy directives from the Connecticut State Department of Education relating to the provision of remote learning may change if there is a determination that there is no longer a need for this temporary option and, in such circumstances, this option may not be available for the full year.

## **Special Education and the Remote Learning Option**

In order for a district to provide a student with a free and appropriate public education (FAPE) and implement the student's individualized education program (IEP) as designed, special education and related services are typically programmed for in-person access. This method of instructional delivery generally affords the student with the most equitable educational experience in the least restrictive environment (LRE).

State and federal laws, and the associated guidance, do not address the provision of special education services via remote learning as a matter of choice, which constitutes a different circumstance than a state or local public health mandate, individual medical necessity, or a determination made by a planning and placement team (PPT). The CSDE will be providing further guidance regarding special education students who voluntarily opt into remote learning.

The requirements under state law for the provision of homebound and hospitalized instruction for special education students remain unchanged. Districts are still required to provide homebound and hospitalized instruction to special education students who are unable to attend school due to a verified medical reason which may include mental health issues.

Homebound and hospitalized instruction, pursuant to state law, should not be confused with instruction in the home, which is an articulated placement on the continuum of educational placements outlined in the Individuals with Disabilities Education Act (IDEA). Such placement would occur as the result of a PPT recommendation that instruction in the home provides the student with FAPE in the least restrictive environment and would be reflected in the student's IEP.

## **Distance Learning Model**

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The Distance Learning Model will be implemented under significant health and/or safety conditions. This model is very different from either the On-Site Learning Model or the Hybrid Learning Model as all teachers will be teaching remotely full-time and all students will be participating in learning from home every day.






Under the Distance Learning Model the student day will be structured around subject-specific learning periods and flex periods. Similar to the typical school day, this schedule will provide structure to students, families and school staff to help build and maintain routines, set and communicate learning expectations, ensure appropriate balance of synchronous and asynchronous learning opportunities, and allow for ample time for planning.

During subject specific learning periods, students will engage in synchronous instruction and feedback, which may include whole class, small group or 1:1 instructional settings and asynchronous independent work time.

















During the flex time period, students may continue working independently on existing assignments. Older students may meet with peers to work on group projects. Students may also meet with an interventionist, paraprofessional or teacher to have questions answered or for extra help. Flex time can also be used for individual or small group counseling.

## Sample Distance Learning Model Student Schedules























### Newtown High School - Sample Distance Learning Model Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
	Synchronous Remote Learning 	Synchronous Remote Learning 	Asynchronous Remote Learning 	Synchronous Remote Learning 	Synchronous Remote Learning 
8:00-9:25	1	5	X	1	5
9:31-10:56	2	6	X	2	6
11:01-11:37	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:42-1:01	3	7	X	3	7
1:07-2:32	4	8	X	4	8

### Newtown Middle School - Sample Distance Learning Model Schedule

Monday Through Friday - Grade 7			Monday Through Friday - Grade 8		
	35 min	Academics		35 min	Unified Arts
	35 min	Academics		35 min	Unified Arts
	35 min	Academics		35 min	Academics
	45 min	Lunch		45 min	Lunch
	35 min	Academics		35 min	Academics
	35 min	Unified Arts		35 min	Academics
	35 min	Unified Arts		35 min	Academics
	45 min	Flex Time		45 min	Flex Time

## Elementary & Intermediate School - Sample Distance Learning Model Schedules

Elementary Schedule (K-4)			Intermediate Schedule (5-6)		
	10 min	Announcements/Attendance		10 min	Announcements/Attendance
	15 min	Morning Meeting (SEL)		15 min	Community Meeting (SEL)
	25 min	Reading		30 min	Reading
	30 min	Special (PE, Art, Music, Library, Spanish)		30 min	Unified Arts(PE, Art, Music)
	15 min	Read Aloud or Mindful Break		30 min	Writing
	25 min	Writing		30 min	Science/Social Studies
	45 min	Lunch/Recess		30 min	Lunch
	35 min	Math		30 min	Math
	30 min	Science/Social Studies		30 min	Unified Arts (Music, Spanish, Computer, Health, Project Adventure, STEM)
	10 min	Closure/Set up For Flex		5 min	Closure/Set up For Flex
	45 min	Flex Time - 4.75		45 min	Flex Time

### Schedule Key



Indicates when students learning at home would need to log on for lessons.



Indicates students learning from home would be off-line.



Indicates that not ALL students will be participating online for the activity listed.

These are sample schedules only. Particularly at the elementary level, individual teacher's daily schedules may differ as blocks are often rotated throughout the day over the course of a week. Kindergarten schedules include shortened blocks to include 30 minutes of Center / Purposeful Playtime and an additional 15 minutes of recess during the day. At the start of school each teacher will have a set schedule to follow that will be shared with parents.

## Classroom Layouts

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Below you will find photos of classrooms that are currently set up for 100% return of students.

### HAWLEY SCHOOL



### HEAD O'MEADOW



### MIDDLE GATE





## SANDY HOOK



## REED INTERMEDIATE



## NEWTOWN MIDDLE SCHOOL



## NEWTOWN HIGH SCHOOL



## DESK SHIELDS

