

BSD 2020-21

SCHOOL PROGRAMMING



Pre K-12 Brunswick Schools



AGENDA

1. Considerations and factors used to develop the proposed 2020-21 program
2. BSD Program Proposal
3. Student Learning Platforms
4. Supports Necessary for Success

2020-21

“Notice that the most stiffest tree is most easily cracked, while the bamboo or willow survives by bending with the wind.”

- Bruce Lee

COMMUNICATION

BSD 2020-21 Proposed Programming Plan

- BSD Website *Will be continuously updated

Board Updates

- As needed based on MDOE & CDC Guidance

Community & Staff Forums

BSD SHARED VALUES

Equity

Student and staff health and wellness

Whole Child Approach (Healthy, Safe, Supported, Challenged,
Engaged)

Meet students where they are

Engineered resilience

Organizational nimbleness

Stability for our students, staff, families and communities

Accountability

ESSENTIALS FOR PROGRAMMING

- Provide a safe learning environment for students and staff
- Adhere to state guidelines regarding group size, contact, and PPE
- Provide transportation to and from school
- Provide meals to those who need them
- Provide social and emotional learning support and instruction
- Provide academic instruction and assessment

ESSENTIALS FOR PROGRAMMING

- Use systems to provide reliable, predictable and sustainable structures and practices
- Provide high quality instruction
- Develop the capacity to implement distance learning if conditions require
- Provide embedded professional development throughout the year
- Continue to leverage community partnerships in the best interest of schools

CONSIDERATIONS FOR BSD PROGRAMMING

Health and safety of our staff, students and families

Staff & Student Considerations

Academic, Social & Emotional Wellbeing of our Students

REQUIRED HEALTH & SAFETY MEASURES

Symptom Self Screening Before Coming to School

Physical Distancing and Facilities

(Teachers 6ft/Students 3ft)

Masks/Face Coverings

(Required)

Hand Hygiene

Personal Protective Equipment

Return to School after Illness

BSD 2020-21 PROGRAMMING

Academic & Social Emotional Programming
Education on Safety Procedures
Mask & Movement Breaks
Outdoor Learning Opportunities
Transportation
Cohort/Group Development for In-Person

SOCIAL & EMOTIONAL LEARNING

PreK – 5

- Empathy
- Emotion Management
- Friendship Skills
- Problem Solving

6-12

- Mindset & Goals
- Values & Friendship
- Thoughts, Emotions & Decisions
- Serious Peer Conflicts

PreK- 12 Trauma Informed Programming
(Age & Developmentally Appropriate)

BSD 2020-21 PROPOSAL

	Plan A Full In-Person	Plan B In-Person & Distance Learning	Plan C Distance Learning	Plan D Self Selected Distance Learning
PreK - 5	Full In-Person Instruction	2 days in-person & 3 days at-home learning	100% distance learning with consistent schedules and learning experiences for everyone	100% distance learning with consistent schedules and learning experiences for everyone
6-8	Full In-Person Instruction	2 days in-person & 3 days at-home learning	100% distance learning with consistent schedules and learning experiences for everyone	100% distance learning with consistent schedules and learning experiences for everyone
9-12	Full In-Person Instruction	1 day in-peron & 4 days at-home	100% distance learning with consistent schedules and learning experiences for everyone	100% distance learning with consistent schedules and learning experiences for everyone

PLAN A

State and/or local conditions allow for 100% of students to attend for in-person instruction while adhering to MDOE and CDC requirements. Some modifications would be in place, but otherwise school would resume in a more typical fashion.

PLAN B

Combination of in-person learning & distance learning, while adhering to the MDOE & CDC requirements.

PreK-8

- In-person 2 days/week, distance learning 3 days/week (combination of synchronous & asynchronous learning opportunities).

9-12

- In-person 1 day/week, distance learning 4 days/week (combination of synchronous & asynchronous learning opportunities).



DISTANCE LEARNING

Emergency Remote Learning

SPECIAL POPULATIONS

Programming for special populations will be developed based on need and programming that can be safely implemented. Require more definitive information on schedules to plan appropriately.

Special populations may include:

Special education, 504 accommodations, RTI services, English language learners, alternative programming, talent development, Region 10 students

PLAN C

State and/or local conditions necessitate school facilities to be closed.

Students will pursue at-home learning through distance.

Synchronous (live) & Asynchronous (recorded)

This plan may be used intermittently for periods of time as needed.

PLAN D

We are committed to serving all our students and helping to meet their learning needs. Families who choose not to have their students take part in any in-person schooling have the option to pursue full distance learning.

Families who decide to pursue this option must commit to distance learning until at least the December break.

Pre-Kindergarten					
Plan B - In-Person and Distance Learning Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wednesday	Thursday	Friday
Two Day In-Person Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same.) In-person instruction is primarily focused on social & emotional learning, building community, and creating routines together! As we learn and grow, we will be able to implement more elements of this schedule.</i>	Morning meeting (synchronous) ~15 Minutes Morning Snack ~ 20 Minutes Read Aloud ~15 Minutes Outdoor Exploration ~35 Minutes Center Time Demonstrations ~ 10 Minutes Center Time ~ 1 Hour Lunch ~ 30 Minutes Small Groups (with a Social/Emotional Focus) ~ 20 Minutes Rest ~ 40 Minutes Outdoor Exploration ~ 40 Minutes Afternoon Snack ~15 Minutes Songs, Words, & Letters ~ 20 Minutes Thinking & Feedback, Goodbye Circle ~ 15 Minutes DA Options TBD	Morning meeting (synchronous) ~15 Minutes Morning Snack ~ 20 Minutes Read Aloud ~15 Minutes Outdoor Exploration ~35 Minutes Center Time Demonstrations ~ 10 Minutes Center Time ~ 1 Hour Lunch ~ 30 Minutes Small Groups (with a Social/Emotional Focus) ~ 20 Minutes Rest ~ 40 Minutes Outdoor Exploration ~ 40 Minutes Afternoon Snack ~15 Minutes Songs, Words, & Letters ~ 20 Minutes Thinking & Feedback, Goodbye Circle ~ 15 Minutes DA Options TBD	Virtual Office Hour for Families Students Access Pre-Recorded Lessons and Learning Opportunities	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time ~ 1 Hour Songs, Words, & Letters (pre-recorded) ~ 20 Minutes Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time ~ 1 Hour Songs, Words, & Letters (pre-recorded) ~ 20 Minutes Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes

KATE FURBISH SCHOOL

Plan C - All Distance Learning Scenario All students participate in distance learning					
Total Time Each Day ~ 2 hours, 15 mins	Monday	Tuesday	Wednesday	Thursday	Friday
15 Minutes	Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes	Virtual Office Hour for Families Asynchronous Learning opportunities provided for students. Teachers meet in cohort teams, record lessons, participate in P.D	Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes
15 Minutes	Read Aloud	Read Aloud		Read Aloud	Read Aloud
10 Minutes	Center Time Demonstrations + Reminder of Small group schedule	Center Time Demonstrations + Reminder of Small group schedule		Center Time Demonstrations + Reminder of Small group schedule	Center Time Demonstrations + Reminder of Small group schedule
1 Hour	Center Time & Meeting with Small Groups	Center Time & Meeting with Small Groups		Center Time & Meeting with Small Groups	Center Time & Meeting with Small Groups
20 Minutes	Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually	Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually		Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually	Students watch "Songs, Words, and Letters" Lesson (pre-recorded) A small group is pulled for "Snack & Social" time virtually
15 Minutes	Thinking & Feedback, Goodbye Circle (synchronous)	Thinking & Feedback, Goodbye Circle (synchronous)		Thinking & Feedback, Goodbye Circle (synchronous)	Thinking & Feedback, Goodbye Circle (synchronous)
15 Minutes	Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes		Morning meeting (synchronous) ~15 Minutes	Morning meeting (synchronous) ~15 Minutes

KATE FURBISH SCHOOL

Plan D - Self-Selected Distance Learning Scenario For families who 'opt in' to Distance Learning					
Total Time Each Day ~ 2 hours, 15 mins	Monday	Tuesday	Wednesday	Thursday	Friday
	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time ~ 1 Hour Songs, Words, & Letters (pre-recorded) ~ 20 Minutes Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time ~ 1 Hour Songs, Words, & Letters (pre-recorded) ~ 20 Minutes Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes	Virtual Office Hour for Families Teachers Meet with Distance Learners in Small Groups Students Access Pre-Recorded Lessons and Learning Opportunities	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time ~ 1 Hour Songs, Words, & Letters (pre-recorded) ~ 20 Minutes Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes	Morning meeting (synchronous) ~15 Minutes Read Aloud (either pre-recorded or synchronous) ~15 Minutes Center Time Demonstrations (pre-recorded) ~ 10 Minutes Center Time ~ 1 Hour Songs, Words, & Letters (pre-recorded) ~ 20 Minutes Thinking & Feedback, Goodbye Circle (synchronous) ~ 15 Minutes

HARRIET BEECHER STOWE SCHOOL

Grades 3-5 Plan B In-Person and Distance Learning Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wednesday	Thursday	Friday
Based upon Mon/Tue Cohort and Thur/Fri Cohort	-30 min morning meeting (synchronous) -60 min math -60 min literacy -20 min read aloud (synchronous) -40 min DA -60 min lunch/recess -40 min content (Science/S. Studies) -30 min closing meeting (synchronous)	-30 min morning meeting (synchronous) -60 min math -60 min literacy -20 min read aloud (synchronous) -40 min DA -60 min lunch/recess -40 min content (Science/S. Studies) -30 min closing meeting (synchronous)	Family office hours Pre-recorded lessons and videos. Menu format. Deep cleaning of school. Teacher PD, prep, collaboration to ensure alignment of scope and sequence between hybrid/distance	-30 min morning meeting (synchronous) -60 min math -60 min literacy -20 min read aloud (synchronous) -40 min DA -60 min lunch/recess -40 min content (Science/S. Studies) -30 min closing meeting (synchronous)	-30 min morning meeting (synchronous) -60 min math -60 min literacy -20 min read aloud (synchronous) -40 min DA -60 min lunch/recess -40 min content (Science/S. Studies) -30 min closing meeting (synchronous)
<ul style="list-style-type: none"> - Art/Music/PE each cohort would have access to DA virtually once a week. - Library would see all cohorts weekly in a virtual format. 					

- Learning Activities could include: reading on own, producing writing in Google, online games or activities that connect to topic, creation of materials related to topic, math games, etc...
- Common software platforms to expect- IXL math, RAZ kids, BrainPop, NewsELA, Mystery Science, Google Classroom

BRUNSWICK JUNIOR HIGH SCHOOL

Hybrid with NO in-person DST

Group A					
	Monday: In-Person	Tuesday: In-Person	Wednesday	Thursday: Distant	Friday: Distant
Block 1	Flex / Services / SEL	Flex / Services / SEL	Individualized interventions	Distance Learning	Distance Learning
Block 2	Core 1 (12 students)	Core 1 (12 students)			
Block 3	Core 2 (12 students)	Core 2 (12 students)			
Block 4	Core 3 (12 students)	Core 3 (12 students)	Staff PD Team Meeting	Independent work provided by in-person teachers.	Independent work provided by in-person teachers.
Block 5	Lunch	Lunch			
Block 6	Core 4 (12 students)	Core 4 (12 students)			
PM Advisory	12 students	12 students		Distance Learning for DSTs	Distance Learning for DSTs

Group B					
	Monday: Distant	Tuesday: Distant	Wednesday:	Thursday: In-Person	Friday: In-Person
Block 1	Distance Learning	Distance Learning	Individualized interventions	Flex / Services / SEL	Flex / Services / SEL
Block 2				Core 1 (12 students)	Core 1 (12 students)
Block 3				Core 2 (12 students)	Core 2 (12 students)
Block 4	Independent work provided by in-person teachers.	Independent work provided by in-person teachers.	Staff PD	Core 3 (12 students)	Core 3 (12 students)
Block 5				Lunch	Lunch
Block 6				Core 4 (12 students)	Core 4 (12 students)
PM Advisory	Distance Learning for DSTs	Distance Learning for DSTs	Team Meeting	12 students	12 students

Benefits:

- This plan could accommodate 100% of student body, in-person every other day
- Similar to current structure and maintains our teaming model
- Fewer classes meet during the day
- Teachers will get to know all students on the team (in-person team)
- Presents smoother transition to higher in-person attendance or fully open.
- Offers a supervised activity break of 15 students, (soccer field, field hockey field and 5th grade playground) OR if the weather is bad, (Gym, BJHS cafe and library)
- Students can access DSTs equitably between grade level and between fully distant and in-person groups.

Challenges:

- The uncertainty of transportation may impact if we'll have enough instructional time to achieve this schedule.
- Core teacher's exposure is the same as the first plan (maximum of 90 students, if 100% attends in-person learning).
- Difficulty providing teacher preps.

Hybrid with DST

Group A					
	Monday: In-Person	Tuesday: In-Person	Wednesday:	Thursday: Distance	Friday: Distance
Block 1	Flex / Services / SEL	Flex / Services / SEL	Individualized interventions	Distance Learning	Distance Learning
Block 2	Core 1 (12 students)	Core 1 (12 students)			
Block 3	Core 2 (12 students)	Core 2 (12 students)			
Block 4	Core 3 (12 students)	Core 3 (12 students)	Staff PD	Independent work provided by in-person teachers.	Independent work provided by in-person teachers.
Block 5	DST (12 students)	DST (12 students)			
Block 6	Lunch	Lunch			
Block 7	Core 4 (12 students)	Core 4 (12 students)	Team Meeting	Distance learning for DSTs	Distance learning for DSTs
PM Advisory	12 students	12 students			

Group B					
	Monday: Distance	Tuesday: Distance	Wednesday:	Thursday: In-Person	Friday: In-Person
Block 1	Distance Learning	Distance Learning	Individualized interventions	Flex / Services / SEL	Flex / Services / SEL
Block 2				Core 1 (12 students)	Core 1 (12 students)
Block 3				Core 2 (12 students)	Core 2 (12 students)
Block 4	Independent work provided by in-person teachers.	Independent work provided by in-person teachers.	Staff PD	Core 3 (12 students)	Core 3 (12 students)
Block 5				DST (12 students)	DST (12 students)
Block 6				Lunch	Lunch
Block 7	Distance learning for DSTs	Distance learning for DSTs	Team Meeting	Core 4 (12 students)	Core 4 (12 students)
PM Advisory				6 students	6 students

Benefits:

- This plan could accommodate 100% of student body, in-person every other day
- Similar to current schedule, maintains team structure
- One DST in person and the rest distance learning
- Teachers will get to know all students on the team (in-person team),
- Presents smoother transition to higher in-person attendance or fully open.
- Over the course of the year, 6th grade could get PE, Art, Music and world

Challenges:

- How do we balance the teaching load for DSTs that may need to teach both distant and in person?
- The uncertainty of transportation may impact if we'll have enough instructional time to achieve this schedule.
- Core teachers exposed to a maximum of 90 students per week, (if 100% attends in-person learning). PE & health - max of 180, Art & music -max of 90). Students' direct exposure to other students would be 12 or fewer, in addition indirect exposure through their teachers.

BRUNSWICK JUNIOR HIGH SCHOOL

BJHS Plan B - In-Building and Distance Learning Two cohorts of students: Mon/Tues and Thurs/Fri					
	Monday	Tuesday	Wed.	Thursday	Friday
Two Day In-Building Cohort <i>(This is for the M/T cohort. Flip it for the TH/F Cohort. Wednesday remains the same)</i> *Students will be grouped in pods of 12 and will remain with that group at all times. Core teachers will provide synchronous learning opportunities to each pod, and each pod will be paired with three teachers to facilitate the learning. *Students will have in-building learning opportunities for two core subjects for three weeks, and then the core subjects taught while students are in the building switch with those taught through distance learning. *In-building blocks are approximately 70 minutes; at-home blocks are approximately 45 minutes with office hours available later in the day.	In-building learning: Advisory Block 1: Core 1 Block 2: Core 2 Block 3: DST Lunch Block 4: Distance Learning Support Block 5: SEL and Advisory	In-building learning: Advisory Block 1: Core 1 Block 2: Core 2 Block 3: DST Lunch Block 4: Distance Learning Support Block 5: SEL and Advisory	At-home learning: Asynchronous learning opportunities One on one interventions Family connections Professional development for teachers	At-home learning: Advisory Block 1: Core 3 Block 2: Core 4 Block 3: DST AND/OR Block 4: DST Block 5: Office Hours	At-home learning: Advisory Block 1: Core 3 Block 2: Core 4 Block 3: DST AND/OR Block 4: DST Block 5: Office Hours

BRUNSWICK JUNIOR HIGH SCHOOL

BJHS Plans C+D Distance Learning Scenario					
	Monday	Tuesday	Wed.	Thursday	Friday
<p>This plan is for students participating in 100% at-home distance learning and will also be used if the entire school enters 100% distance learning.</p> <p>*Each block will have specific start and end times.</p> <p>*Students will participate in a 45-minute synchronous learning opportunity followed by time to practice learning before transitioning to the next block.</p> <p>*Students may have an open block during the day depending upon elective enrollment.</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 1</p> <p>Block 2: Core 2</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: SEL</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 1</p> <p>Block 2: Core 2</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: SEL</p>	<p>At-home learning:</p> <p>Asynchronous learning opportunities</p> <p>One on one interventions</p> <p>Family connections</p> <p>Professional development for teachers</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 3</p> <p>Block 2: Core 4</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: Office Hours</p>	<p>At-home learning:</p> <p>Advisory</p> <p>Block 1: Core 3</p> <p>Block 2: Core 4</p> <p>Block 3: DST or Distance Learning Support</p> <p>Block 4: DST or Distance Learning Support</p> <p>Block 5: Office Hours</p>

BRUNSWICK HIGH SCHOOL

- Current Enrollment: 788 Students
- 4 academic levels
 - Prep, Academic, Honors, AP
- All students assigned for 8 instructional periods
- Classes mixed by grade level
- Up to 24 students/class
- Graduation requirements

BRUNSWICK HIGH SCHOOL

Schedule D: Two Day Semester O/B Session Model					
Day			Transition		
Monday Team 1 <i>Sem 1- Orange Day</i>	Period 1 7:50-9:05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	Period 4 1:00-2:10
Tuesday Team 1 <i>Sem 1- Orange Day</i>	Period 1 7:50-9:05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	Period 4 1:00-2:10
Wednesday	Remote Learning/Student Support/Independent Practice office hours and support staff Periods 1 & 2		All students and staff at home	Remote Learning/Student Support/Independent Practice office hours and support staff Periods 3 & 4	
Thursday Team 2 <i>Sem 1- Orange Day</i>	Period 1 7:50-9:05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	
Friday Team 2 <i>Sem 1- Orange Day</i>	Period 1 7:50-9:05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	

Schedule Overview:

Monday and Wednesday: Distance learning, asynchronous or synchronous
Tuesday: Orange day in building, 45-minute periods, 2 shifts for each class to divide students into smaller groups. Students eat lunch during an interval in which they are not in class.
Thursday: Black day in building, 45-minute periods, 2 shifts for each class to divide students into smaller groups. Students eat lunch during an interval in which they are not in class.
Friday: Student support remote learning: virtual teacher office hours, student study groups via online platforms

1-2 A 7:50-8:35	1-2 B 8:40-9:25	3-4 A 9:30-10:15	3-4 B 10:20-11:05
5-6 A 11:10-11:55	5-6 B 12:00-12:45	7-8 A 12:50-1:35	7-8 B 1:40-2:25

Pros

Reduced class sizes
 In-person instruction for all classes
 Reduced contact due to 2 days in building only
 Ample cleaning days
 Reasonable transportation schedule

Cons

Contact time might place students and faculty at risk.
 Synchronous learning cannot be managed by all teachers and families.
 Short instructional periods when students are in the building

Schedule B: Two Day Session Model					
Day	Morning Session		Transition	Afternoon Session	
Monday Team 1 <i>Orange Day</i>	Period 1 7:50-9:05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	Period 4 1:00-2:10
Tuesday Team 1 <i>Black Day</i>	Period 1 7:50-9:05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	Period 4 1:00-2:10
Wednesday	Remote Learning/Student Support ½ day for students and support staff?		All students and staff at home	Professional Collaboration, teacher planning time 12:30-2:10	
	1 05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	Period 4 1:00-2:10
	1 05	Period 2 9:20-10:30	Lunch 2 sessions 10:30-11:35	Period 3 11:35-12:45	Period 4 1:00-2:10

Pros	Cons
<ul style="list-style-type: none"> Fifteen min. extra passing time allows for desks/surfaces to be wiped Low volume; reduced passing times No Study Halls (students only attend scheduled classes) Fewer duties/additional prep time for teachers Cleaning between groups of students with teachers and students home on Wednesdays may lessen transfer and help with contact tracing Contact tracing is easier with students only attending up to 4 classes No Additional transportation costs 	<ul style="list-style-type: none"> seated lunch time needs 2 blocks with distancing Staff needed to supervise lunches while teachers eat and get prep time Class transition The classroom might need to be rearranged to meet 3ft. social distancing Online synchronous learning needs technology. May still need some study hall spaces for kids that cannot go home.

Pros	Cons
<input type="checkbox"/> Fifteen min. extra passing time allows for desks/surfaces to be wiped <input type="checkbox"/> Low volume; reduced passing times <input type="checkbox"/> No Study Halls (students only attend scheduled classes) <input type="checkbox"/> Fewer duties/additional prep time for teachers <input type="checkbox"/> Cleaning between groups of students with teachers and students home on Wednesdays may lessen transfer and help with contact tracing <input type="checkbox"/> No Additional transportation costs	<input type="checkbox"/> seated lunch time needs 2 blocks with distancing <input type="checkbox"/> Staff needed to supervise lunches <input type="checkbox"/> Class transition <input type="checkbox"/> The classroom might need to be rearranged to meet 3ft. social distancing <input type="checkbox"/> Online synchronous learning needs a platform - zoom? Use of technology.... Video? audio? <input type="checkbox"/> May need more transition period for cleaning between classes to simply wipe desks and computers

BRUNSWICK HIGH SCHOOL

BHS Plan B Scenario Three groups of students: Group 1, 2, 3 one day of in-person instruction/week, 4 days of distance learning Group 4 opted in for 5 days of distance learning. Distance learning will be a combination of synchronous (live) & asynchronous learning.					
ORANGE WEEK	Monday	Tuesday	Wed.	Thursday	Friday
8:00 - 8:45 Period 1/2	Group 1 In-Person Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Synchronous Learning	Group 2 In-Person Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 FLEX Synchronous Learning	Group 3 In-Person Group 2, 4 & 5 Synchronous Learning
9:00 - 9:45 Period 3/4	Group 1 In-Person Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3, 4 Synchronous Learning	Group 2 In-Person Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Asynchronous Learning	Group 3 In-Person Group 2, 4 & 5 Synchronous Learning
10:00 - 10:45 Period 5/6	Group 1 In-Person Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3, 4 Synchronous Learning	Group 2 In-Person Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Asynchronous Learning	Group 3 In-Person Group 2, 4 & 5 Synchronous Learning
11:00 - 11:45 Period 7/8	Group 1 In-Person Group 2, 3 & 4 Synchronous Learning	All Distance Group 1, 2, 3, 4 Synchronous Learning	Group 2 In-Person Group 3, 4 & 5 Synchronous Learning	All Distance Group 1, 2, 3 & 4 Asynchronous Learning	Group 3 In-Person Group 2, 4 & 5 Synchronous Learning
11:45	Dismissal Bag Lunch Available	Dismissal Bag Lunch Available	Dismissal Bag Lunch Available	Dismissal	Dismissal Bag Lunch Available
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 2:00	Distance Learning/ Virtual Extra Help	Distance Learning/ Virtual Extra Help	Distance Learning/ Virtual Extra Help	Group 1, 2, 3 & 4 Asynchronous Learning	Distance Learning/ Virtual Extra Help

BRUNSWICK HIGH SCHOOL PLAN B CONSIDERATIONS

Region 10 Programming (80 students)

Room Changes/Passing Time

Cleaning of Space

Personnel

BRUNSWICK HIGH SCHOOL

BHS Sample Plan C Scenario Distance learning will be a combination of synchronous (live) & asynchronous learning.					
	Monday Orange	Tuesday Black	Wed. Orange	Thursday Black	Friday Orange
8:00 - 8:45 Period 1/2	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning	Period 1/2 Synchronous Learning
9:00 - 9:45 Period 3/4	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning	Period 3/4 Synchronous Learning
10:00 - 10:45 Period 5/6	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning	Period 5/6 Synchronous Learning
11:00 - 11:45 Period 7/8	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning	Period 7/8 Synchronous Learning
11:45 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 2:00	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help	Asynchronous Learning/ Virtual Extra Help

APPROXIMATE NUMBER OF CLASSROOM TEACHER-STUDENT INTERACTIONS (PER DAY/WEEK/BIWEEKLY)

	Kate Furbish	HBS	BJHS	BHS
Day	12 - 15	12 - 15	12 - 24	24 - 32
Week	12 - 24	12 - 24	12 - 30	48 - 72
Biweekly	12 - 24	12 - 24	24 - 30	96 - 144

BJHS & BHS Student to student interaction will be higher

Certain courses at BHS that will have higher classroom teacher–student interaction

STUDENT LEARNING PLATFORMS

PreK – 2

Seesaw

3 – 12

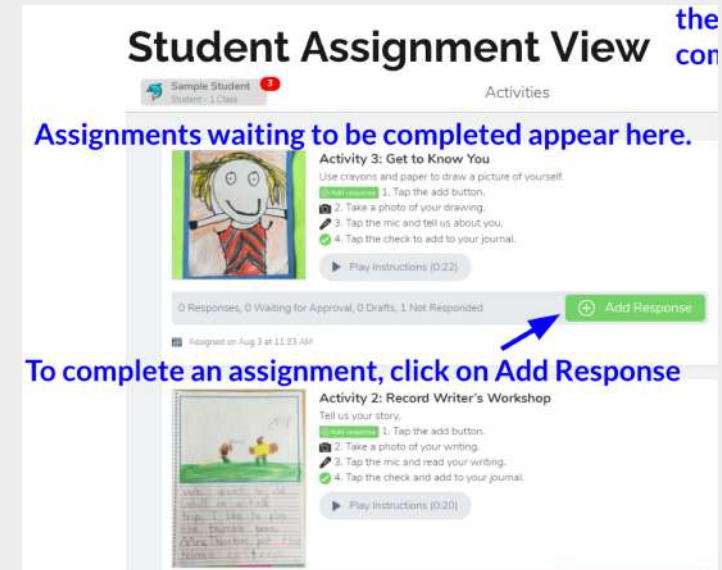
Google Classroom

Google Meets will be used for all virtual sessions

PREK – 2 SEESAW

What can I do in a Seesaw class?

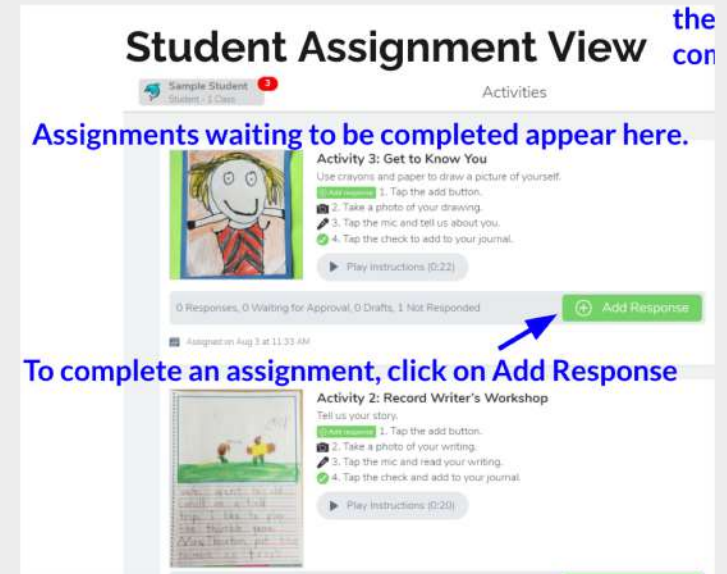
- Complete assignments - using video, drawing, audio recording, drag and drop virtual manipulatives, typing
- Watch (or re-watch) video tutorials embedded in a lesson
- Listen to audio recorded directions (when attached)
- Get feedback from their teacher and parents
- See class announcements



PREK – 2 SEESAW

What can I do in a Seesaw family?

- See your child's work journal
- See class announcements
- Get notifications about new work and announcements
- Add multiple children to the same Family account
- Like students posts and leave comments on their work
- See comments left on your student's work
- Communicate with the teacher
- Translate messages into the spoken language of the home



GOOGLE CLASSROOM


What are family/guardian summaries?

- An emailed invite to get notifications about your students progress
- You can choose between daily or weekly emails
- The emails will share:
 - Missing work
 - Upcoming work
 - Class activities posted by the teacher (announcements, assignments, questions)
- Summary emails do NOT include grades

GOOGLE CLASSROOM

Example Summary Report From Google

Note: This would all be in one email.


Google Classroom
Weekly summary for Felix
Aug 1 – Aug 5, 2016

Student work

Missing from last week

U.S. History – due Jul 26

My top five influential figures in American History

Create a top 5 list of the most influential figures in American history from the people listed in the handout. For each figure, write a brief explanation (in your own words) on why they are on your list. We will be going over this in class so make sure you are ready to justify your choices.

English and American Literature – due Jul 27

What is the Harlem Renaissance? Who started it?

Due next week

U.S. History – Due Aug 9

"The Price of Free Speech" Reading and Questions

Read the handout attached and answer the questions listed in the Google Doc. All answers should be in your words.

Marine Biology – Due Aug 13

Aquarium Investigation Project

Select three aquatic animals you would like to learn more about this semester. Answer the questions in the Google Doc. These facts will be used as the basis for your end of year presentation.

Class activity from last week

U.S. History
Kristen Gould

Assignment – Due Aug 9

"The Price of Free Speech" Reading and Questions

Read the handout attached and answer the questions listed in the Google Doc. All answers should be in your words.

Posted Aug 5

Question

What document ended the War? What were the major components of the document?

Posted Aug 5

Assignment – Due Aug 16

Birth of a Nation

List out the strengths and weaknesses that the British and colonists possess during the revolution. For the weaknesses listed, please provide a paragraph on some ways that it could be avoided.

Posted Aug 5

American Literature
Anthony Gonzales

Assignment – Due Aug 16

Write Edgar Allan Poe's "The Raven" as gothic fiction

In class, we learned about the qualities of gothic fiction. Gothic fiction is a genre or mode of literature and film that combines fiction and horror, death, and at times romance. For this assignment, I would like you to work in pairs and rewrite Edgar Allan Poe's "The Raven" as a Gothic fiction. I've attached some story starters in the worksheet attached. If you have any questions please send me a private comment and I'll be able to address it in class later.

Posted Aug 6

Question – Due Aug 17

Compare and contrast Bradford's and Byrd's definition of the American Dream

Posted Aug 9

Announcement

Don't forget to do your homework! We will be going over your essays in class, please don't forget to submit them ahead of time. See you tomorrow!

Marine Biology
Michelle Lin

Assignment – Due Aug 13

Aquarium Investigation Project

Select three aquatic animals you would like to learn more about this semester. Answer the questions in the Google Doc. These facts will be used as the basis for your end of year presentation.

Posted Aug 7

Announcement

For those of you that are asking, I'll be posting the extra credit project in class tomorrow. There will be worksheets and rubrics handed out so be sure to show up on time.

Posted Aug 8

Don't see a class? Contact the teacher. They might not use Classroom or may not have turned on notifications.

SETTINGS

UNSUBSCRIBE

Google

Google Inc.
1600 Amphitheatre Parkway
Mountain View, CA 94043 USA

TO SUPPORT SUCCESS

Needs:

1. Regular consultation with Dr. Goodwin
2. Adjust the school calendar
 - Begin school **Monday, September 14, 2020**
3. Provide staff with training and time to prepare
 - Set up learning platform, training on social and emotional needs, health and safety, set up classroom, prepare assessments etc.

To SUPPORT SUCCESS

Needs:

4. Provide families with training and virtual orientations
5. Purchase additional technology to support students & staff
6. Work with local childcare providers before/after care as well as full day childcare for BSD staff and students.

DISTRICT PEDIATRICIAN

DR. GOODWIN


PRE-SCREENING TOOL

COVID-19

Pre-Screening Tool for School Attendance


Within the past 24 hours
have you had a fever
(100.4 and above*) or
used any fever reducing
medicine?

YES =




Do you feel sick with any
of the most common
symptoms?
(see symptom list to the right)

YES =




Have you been in close
contact with a person who
has COVID-19?

YES =



Have you traveled
outside of the state in
the past 14 days?

YES =



Contact
Your School

Most Common Symptoms of Covid 19:

Cough
Shortness of breath
or difficulty breathing
Fever (100.4 or greater)*

Other Symptoms

Chills
Muscle pain
Sore throat
New loss of taste
or smell

Less Common Symptoms:



Nausea or Vomiting
Stomach pain
Diarrhea
Fatigue
Headache
Rash
Swelling or redness
of hands/feet
Red eyes/eye
drainage
Congestion/
runny nose

*Fever is 100.4 regardless of measurement location (oral, temporal).

Stay home with any YES response to the questions above OR with two or more of the "other" or "less common" symptoms listed to the right.

Attend school when all answers are NO. Call or see your school nurse or other designated person at school if you have questions.

Updated 7.16.20



SYMPTOMS OF COVID-19

Most Common	Other Symptoms	Less Common Symptoms
Cough	Chills	Stomach pain
Shortness of breath or difficulty breathing	Muscle pain	Nausea or vomiting
Fever (100.4 F or greater)	Sore throat	Diarrhea
	New loss of taste or smell	Fatigue
		Headache
		Poor appetite or no appetite
		Rash

COVID-19 Screening and Guidance Overview Grid

				Criteria for Discontinuing Isolation/Quarantine or Return to Work (<i>ALL criteria must be met</i>)		
Known Exposure to COVID + Case	Presence of Symptoms	COVID-19 Testing	Isolation or Quarantine	Duration	Time since last Fever	Symptoms
No	No	Positive	Isolation	10 Days from <i>date of first positive test</i>	N/A	N/A
No	No	Negative or pending	N/A (unless travel related)	Per State guidelines if travel related	N/A	N/A
No	Yes	Positive, pending or not done	Isolation	10 Days from <i>symptom onset</i>	≥ 24 hours	Improvement
No	Yes	Negative	Isolation	10 Days from <i>symptom onset</i> (may discontinue isolation if <u>two</u> negative test performed ≥24hrs apart)	≥ 24 hours	Improvement
Yes	No	Positive	Isolation	10 Days from <i>date of first positive test</i>	N/A	N/A
Yes	No	Negative, pending or not done (consider re-testing at day 7-8)	Quarantine	14 Days from last contact	N/A	N/A
Yes	Yes	Positive	Isolation	10 Days from <i>symptom onset</i>	≥ 24 hours	Improvement
Yes	Yes	Negative	Isolation	10 Days from <i>symptom onset</i>	≥ 24 hours	Improvement

*Exposure = closer than 6ft for more than 15 minutes

*Symptoms: Fever, chills, cough, shortness of breath, difficulty breathing, new loss of taste or smell, fatigue, muscle or body aches, headache, sore throat, congestions, runny nose, nausea, vomiting or diarrhea

*Isolation = Keeps someone who is sick or tested positive away from others

*Quarantine = Keeps someone who was exposed to another person with COVID-19 away from others

QUESTIONS

