

DRAFT
The Gibbs School Reopening Plan
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The Mission of the Gibbs 6th Grade school is to inspire and empower students to excel academically while emphasizing their social and emotional growth. We value the following elements in our daily work:

- **Social-Emotional Learning:** Students demonstrate resilience and persistence while developing skills related to self-management, social awareness, decision making and relationship building.
- **Academic Rigor:** Students experience a challenging, standards-based curriculum.
- **Project Based Learning:** Students gain knowledge and practice skills, including executive functioning, through the completion of projects that are taught and coached through a release of responsibility.
- **Resourcefulness:** Students become self-directed and independent learners with a growth mindset by identifying and pursuing goals that are important to them.
- **Community:** Students feel supported and safe emotionally, intellectually, and physically. Staff and students collaborate to create a cohesive sense of significance, belonging and fun using the philosophies and common vocabulary of Responsive Classroom.
- **Creativity:** Students are encouraged to take creative risks in all areas and are provided with academic choice that allows them to explore their own interests.

The Arlington Public School administrative team has considered the guidance from the state, the current climate and context within the Arlington community, as well as the mounting research and advice from the science community. Key to this plan will be the ability for staff and students to:

- maintain 3ft to 6ft of social distancing across the school day

- wear face masks and protective face coverings during the school day (with scheduled face mask breaks)
- remain in learning community cohorts, with world language and specials classes connected to each Learning Community
- Utilize the classroom for all core instruction
- Regularly wash hands across the school day and frequently disinfect all used surfaces

Looking through the lens of our vision and mission each of the following 3 scenarios: In-Person (all in); Hybrid mode; and Fully remote presents certain advantages and disadvantages.

In Person - All 505 students with the choice to return

This plan would require us to use every space at the Gibbs regardless of purpose/designation; i.e. the library, cafeteria, gymnasium, and theatre would all be used for classroom sessions and/or lunch. This scenario would undoubtedly be a very challenging execute.

Action Plan	Pre-COVID-19 Norms	Changes / Challenges
In Person - All 505 students	5 Learning Communities	Addition of a 6th Learning Community to minimize mixing of cohorts (Hire 4 new core teachers; 6 building subs, one to support each team; and 4 to assist with lunch rotations, arrival & dismissal procedures) classroom seatings 3 feet apart. .2 Art, .2 tech, .2 Comp Sci, .2 FACS, .2 Music, and .2 PE
	3 Lunch rotations	6 lunch rotations to keep students in their cohorts
	1 stall and 2 urinal in Boys' bathroom on each level	Install a portable potty per floor to prevent accidents from long wait to use the restroom
	All rooms adequately furnished	Need: 150 new desks & chairs to furnish cafe & Gymnasium during lunch and library for classes
	All students are assigned lockers	550 back pockets for chairs to hold students materials / lockers are too close together for safe use.
	Individual class monitor for bathroom use	30 ipads to coordinate bathroom access across the school
	Daily morning advisory small group	Advisory expand to homeroom size to minimize group interaction

	Students move from class to class	No student movement - the class sizes vary and therefore unable to always sit the same number of students HR #s range from 11 - 21
	Teachers assigned a room	All teachers will move from room to room
	Gibbs Cafeteria recycles	Recycling to be suspended during COVID-19
	Group students to promote diversity & Inclusion	Move all students to LCs according to World Language Move all students to an LC based on ELL Move all students to an LC based on Math 7 Move all students to an LC based on Art/Tech/DML Reallocate our special education liaisons so that they work with only 1 LC rather than 2
	Gibbs offers exploratory classes that make the middle school years appealing to students	Band Chorus and Orchestra will be all remote & after school DML all Remote - room has no windows PE all Remote - using the Gym for 6 lunch rotations

Scenario 1: All 505 Students Return to School

Gibbs Grade 6 Sample Student Schedule Scenario								
Return of ALL students								
Cluster of 100 Students - Avg 25 Students Per Section								
				Monday	Tuesday	Wednesday	Thursday	Friday
In School								
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Eng	Eng	Eng	Eng	Eng
51	9:22 AM	10:13 AM	Period 2	Hist	Hist	Hist	Hist	Hist
51	10:16 AM	11:07 AM	Period 3	Math	Math	Math	Math	Math
Pr4=51 Lunch=3	11:10 AM	12:38 PM	Period 4	Sci	Sci	Sci	Sci	Sci
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp	PE	Fr/Lat/Mand/Sp	PE
51	1:35 PM	2:26 PM	Period 6					
		36 Days	Term 1	FACS	FACS	FACS	FACS	FACS
		36 Days	Term 2	Art	Art	Art	Art	Art
		36 Days	Term 3	CompSci	CompSci	CompSci	CompSci	CompSci
		36 Days	Term 4	TECH	TECH	TECH	TECH	TECH
		36 Days	Term 5	Music	Music	Music	Music	Music
Total= 180 Days								

Gibbs Grade 6 Sample English Teacher Schedule Scenario								
Return of ALL Students								
				Monday	Tuesday	Wednesday	Thursday	Friday
Duration	Start Time	End Time	Periods	Day A	Day B	Day A	Day B	Day A
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	Prep	LC2 Team	Prep	LC2 Team	Prep
51	9:22 AM	10:13 AM	Period 2	Eng	Eng	Eng	Eng	Eng
51	10:16 AM	11:07 AM	Period 3	Eng	Eng	Eng	Eng	Eng
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Eng Dept Team	Prep	Eng Dept Team	Prep	Eng Dept Team
51	12:41 PM	1:32 PM	Period 5	Eng	Eng	Eng	Eng	Eng
51	1:35 PM	2:26 PM	Period 6	Eng	Eng	Eng	Eng	Eng
Notes:				Department team meeting are Day A				
				Learning Community Team meetings are always on Day B				

HYBRID- some students in and some at home

This plan may offer us more flexibility in possibly providing a more effective and manageable self-distance schedule throughout the day; also would be more likely to have students seated 6 feet apart or more in classes and elsewhere.

Hybrid of Remote & In Person	
Action Plan	<ul style="list-style-type: none"> This model would decrease the number of students in school while improving on the arrangement of the physical space providing a 6 feet of distance or better. It would avoid the need to add a 6th learning community, the purchase of extra desks & chairs, the hiring of 4 core teachers, plus the .2s for Exploratory classes. DRAFT With half of the students present, teachers would be able to provide lessons in a format similar to pre-COVID-19 days. <p>Plan elements:</p> <ul style="list-style-type: none"> Students will be assigned to one of two cohorts in order to ensure approximately half the student body is in each cohort and to try to balance cohorts within each class. Classes will not necessarily be split exactly evenly between cohorts. Students will earn letter grades as they would in a normal year. Teachers will design curriculum and instruction so as to be able to switch In September & October, teachers will intentionally focus on & prioritize relationship building with students and be connected if need be be ready to switch to fully remote if/when that happens.

	<ul style="list-style-type: none">• Wellness curriculum will be: responsive classroom, the same as previous years. Students in each HR will receive community building lessons through advisory sessions daily.• When one cohort is in the building (in-person instruction), the other cohort is at home working independently.• Some classes will be live-streamed so that the cohort at home will attend class remotely while the in-person cohort is attending class in the classroom.• On their in-person days, students will be assigned to precise spaces when they are not in class. <p>Hybrid Model</p> <ul style="list-style-type: none">• 4 core classes and Unified Arts meet every day; world language and physical education every other day; Band, Chorus, and orchestra meeting outside of the school day.• Each cohort attends class in person two days per week 8:30-2:56 with a 22-30 minutes lunch and a 3 minute transition between each class• Each cohort works independently two days per week (e.g. reading, working on assignments, and watching asynchronous instructional videos created by the teacher).• All students attend class remotely every Wednesday for ½ day to allow professional development and planning sessions for staff and deeper cleaning of the building.• On a week where there is a day off we will use Wednesday as that make up day.• The hybrid class schedule will be vetted by Curriculum Leaders and Instructional Staff.
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Gibbs Grade 6 Sample Student Schedule Scenario						
Hybrid : Track 1 Students A-K 253						
Team: 13 students In Track 1 following this Schedule						
			Monday	Tuesday	Wednesday	Thursday Friday
			In School		Distance Learning	
Duration	Start Time	End Time	Periods	Day A	Day B	
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	
51	8:28 AM	9:19 AM	Period 1	Eng	Eng	
51	9:22 AM	10:13 AM	Period 2	Hist	Hist	
51	10:16 AM	11:07 AM	Period 3	Math	Math	
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	Sci	Sci	
51	12:41 PM	1:32 PM	Period 5	PE	Fr/Lat/Mand/Sp	
51	1:35 PM	2:26 PM	Period 6			
		36 Days	Term 1	FACS	FACS	
		36 Days	Term 2	Art	Art	
		36 Days	Term 3	CompSci	CompSci	
		36 Days	Term 4	TECH	TECH	
		36 Days	Term 5	Music	Music	
Total= 180 Days						

Scenario 2: Hybrid : Track 1 Students A-K 253 - Track 2 Students L-Z 253

Gibbs Grade 6 Sample Student Schedule Scenario						
Hybrid : Track 2 Students L-Z 253						
Team: 13 students In Track 2 following this Schedule						
			Monday	Tuesday	Wednesday	Thursday Friday
			Distance Learning			In School
Duration	Start Time	End Time	Periods			Day A Day B
20	8:05 AM	8:25 AM	Advisory			Advisory Advisory
51	8:28 AM	9:19 AM	Period 1			Eng Eng
51	9:22 AM	10:13 AM	Period 2			Hist Hist
51	10:16 AM	11:07 AM	Period 3			Math Math
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4			Sci Sci
51	12:41 PM	1:32 PM	Period 5			PE Fr/Lat/Mand/Sp
51	1:35 PM	2:26 PM	Period 6			
		36 Days	Term 1			FACS FACS
		36 Days	Term 2			Art Art
		36 Days	Term 3			CompSci CompSci
		36 Days	Term 4			TECH TECH
		36 Days	Term 5			Music Music
Total= 180 Days						

			Gibbs Grade 6 Sample Art Teacher Schedule Scenario					
			Hybrid : Track 2 Students L-Z 253					
			Team: 13 students In Track 2 following this Schedule					
				Term 1	Term 2	Term 3	Term 4	Term 5
			In School Track 1			In School Track 2		
Duration	Start Time	End Time	Periods	Day A-B	Day A-B	Day A-B	Day A-B	Day A-B
20	8:05 AM	8:25 AM	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
51	8:28 AM	9:19 AM	Period 1	LC1 Team 1	LC2 Team 1	LC3 Team 1	LC4 Team 1	LC5 Team 1
51	9:22 AM	10:13 AM	Period 2	LC1 Team 2	LC2 Team 2	LC3 Team 2	LC4 Team 2	LC5 Team 2
51	10:16 AM	11:07 AM	Period 3	LC1 Team 3	LC2 Team 3	LC3 Team 3	LC4 Team 3	LC5 Team 3
Pr4=51 Lunch=37	11:10 AM	12:38 PM	Period 4	LC1 Team 4	LC2 Team 4	LC3 Team 4	LC4 Team 4	LC5 Team 4
51	12:41 PM	1:32 PM	Period 5	Prep	Prep		Prep	Prep
51	1:35 PM	2:26 PM	Period 6	Team	Team		Team	Team

All Scenarios: New Specialist Cluster of PE & World Language Teachers:

Cluster of PE & World Lang Teachers 100 students avg class size = 25 hybrid = 13											
Each teacher has 4 sections per day, 1 prep and 1 team planning time											
		Pr 1		Pr 2		Pr 3		Pr 5		Pr 4	
Periods 1 - 4	Team Meetings	LC1/640		LC2/610		LC3/620		LC4/630		LC5/650	
Code		Day A	Day B	Day A	Day B	Day A	Day B	Day A	Day B	Day A	Day B
W Lang	English	PE Nee	LA Zach	Md Qian	Md Qian	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	Mortorana
PE	History	PE Nee	LA Zach	Mortorana	Mortorana	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	PE Nee
	Math	PE Nee	LA Zach	Sp Rinaldi	Mortorana	Sp Rinaldi	PE Nee	Mortorana	Sp Rinaldi	Fr Zach	PE Nee
	Science	PE Nee	Fr Zach	Fr Zach	Mortorana	PE Nee	Sp Rinaldi	Mortorana	Sp Rinaldi	Fr Zach	Mortorana

All Scenarios: New Specialist Cluster of 5 teachers:**Art, Computer Science, Music, Technology, Family and Consumer Science (FACS)**

Cluster of 5 Specialist Teachers 125 students avg class size = 25 hybrid = 13						
Each teacher has 4 sections per day, 1 prep and 1 team planning time						
		Term 1	Term 2	Term 3	Term 4	Term 5
Periods 1 - 5	Depart meeting	Day A - B	Day A - B	Day A - B	Day A - B	Day A - B
Pr 1	LC1	Art	TECH	Music	CompSci	FACS
Pr 2	LC2	FACS	Art	TECH	Music	CompSci
Pr 3	LC3	CompSci	FACS	Art	TECH	Music
Pr 4	LC4	Music	CompSci	FACS	Art	TECH
Pr 5	LC5	TECH	Music	CompSci	FACS	Art

All Remote - Students learning at home

Having all students learning at home will entail students having Advisory everyday. This is part of the Gibbs 6th grade school Tier 1 approach to S.E.L.

Because students are coming from the elementary model where they are not accustomed to moving from class to class we would start with daily morning announcements from the Admin team and daily advisory lessons with their advisory group. If we are all remote we can keep our Advisory groups to 15-16 students rather than 20-23 if we are all in.

As a way to not have students sitting in front of a computer all day we could have students attend different subjects each day with our 4 core content classes 2x per week. With Exploratory classes sprinkled in.