

Ottoson Middle School Re-Opening Plans

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Guiding Principles and Core Values

At the Ottoson Middle School, our motto is engage, empower, excel. Students are engaged as active learners who invest in their intellectual, emotional, and social growth. Students are empowered to discover their unique personal strengths and be a part of positive change. Students are expected to excel socially and academically to become the best versions of themselves through reflection and action. In each of the OMS reopening plans, our core values remain central in our mission to provide equitable learning opportunities for all students.

The Arlington Public Schools 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)
- Regularly wash hands across the school day and frequently disinfect all used surfaces
- Remain in learning community cohorts, with world language and specials classes connected to each LC
- Utilize the classroom for all core instruction

- At OMS, students are grouped into learning communities of approximately 110 students; for In-Person Learning, students will not have class with anyone outside of their learning community.

Returning to school will require flexibility and fluidity in how we deliver instruction in age appropriate ways. Our goal is to ensure that our plans are sustainable and take into account the mental, physical, social, and emotional needs of our community. Above all else, we take into account the health, safety, and well-being of our students, staff, and families.

PLAN A: In-Person Learning

Our in-person plan seeks to provide in-school learning for all students. In this model, students will remain within their learning community cohort for the entirety of their day. Students will be in classrooms with approximately three to four feet of distance between desks. Students will remain within their learning communities for world language and special classes (i.e. art, music, technology, FACS). In order to safely execute this plan, students will not be able to take band, chorus or orchestra during the school day.

Students will be required to wear face masks. We will provide scheduled mask breaks throughout the school day. Students will attend ASPIRE at the beginning of each day and the ASPIRE class will serve as a homeroom period, but also as a place to incorporate some social emotional learning and mindfulness activities. To enter the building, each learning community will be assigned to a specific entrance of the building in order to maintain appropriate social distancing upon arrival to school.

Highlights of the plan:

- Students will follow a daily seven-period schedule.
- Students will change classrooms each period.
- Students will have four learning community classes (English, math, science, social studies) with their learning community classmates.
- Students will have their three out-of-learning-community classes (PE, art, world language, etc.) with their learning community classmates. Historically, these classes were mixed with students across learning communities. This year, we will not mix learning community students.
- When traveling to a world language or a specials class, students will follow arrows so that students are not too close to other students in the hallway.
- Stairways will be labeled as “up” or “down” so that students are only going in the same direction (except in the case of an emergency).
- ASPIRE will take place at the beginning of the day and serve as a homeroom period.
- Lunch will be a combination of students eating lunch in the cafeteria (6 feet apart) or supervised in classrooms (6 feet apart). Students will bring in their own lunch or request a hot lunch from the school cafeteria at the beginning of the day.
- Students will not use school lockers; they will carry backpacks.
- The PE block will take place outdoors as often as possible.

PLAN B: Hybrid Learning

The Ottoson is evaluating three different options for hybrid learning. The three options have similar characteristics and goals.

- In order to maintain six feet of separation between the students, each learning community will be divided into half. For example, students in the Air Learning Community will be grouped into students A or students B.
- Class sizes will be approximately twelve students per class.
- Students will change classes.
- Students will be in the school for two days. Students would attend school either Mondays/Thursdays or Tuesdays/Fridays.
- All students will engage in remote learning on Wednesdays.
- ASPIRE/Homeroom will take place at the beginning of each day.
- Students will eat lunch in the cafeteria six feet apart or will eat six feet apart in a supervised classroom.

Option #1- Half the learning community (students A) will attend school and follow a 7 period schedule on Mondays and Thursdays. The other half of the learning community (students B) will attend school on Tuesdays and Fridays. Both students A and students B will meet with their teachers remotely on Wednesdays. When students are at home, they will engage independently on their assignments. If there is a four day week, then the Wednesday remote learning classes will not happen that week. Students will still come to class twice that week.

Option #2 - The focus of Option #2 is core classes (English, math, social studies, and science). These classes will be held in-person for 70 minutes twice a week. All out-of-learning-community classes (art, PE, chorus, etc.) will be remote. For example, half the learning community (students A) will attend school and meet with their four learning community classes on Mondays and Thursdays. On Tuesdays and Fridays students in group A would meet online with their out-of-learning-community classes. All students (students A and students B) will meet remotely with all their teachers on Wednesdays.

Option #3 - Much like option #2, students would attend school twice a week for four 70 minute classes. The only difference would be that core classes and out-of-learning-community classes would alternate weeks in which students attended their classes. For example, during week one, students would come to school for English, math, science and social studies and have their out-of-learning-community classes be remote. The next week, their online classes would be English, math, science and social studies while they would attend their out of learning community classes in person.

The pros and cons of each:

Option #1

- Pro: Students get to see all their teachers.

- Pro: Shorter classes might be preferred by middle school students, especially since they cannot engage in group work or complete certain projects.
- Con: No teacher engagement for two days a week. Students have to be independent learners.

Options #2

- Pro: Students are getting more in-person support for core academic classes.
- Pro: Students are either in class or meeting with teachers remotely each day.
- Pro: Longer classes result in less work having to be done independently at home.
- Con: With social distancing restrictions, 70-minute classes may be particularly challenging.
- Con: Students miss the opportunity to have in-person connections with out-of-learning-community teachers..

Options #3

- Pro: Students are either in class or meeting with teachers remotely each day.
- Pro: Students get to see all of their teachers.
- Pro: Longer classes result in less work having to be done independently at home.
- Con: Less emphasis on MCAS courses.
- Con: With social distancing restrictions, 70-minute classes may be particularly challenging.

PLAN C: Remote Learning

Our remote learning plan seeks to provide students with synchronous classes five days a week. In this model, students will meet with each teacher/course three times per week. (Please see the schedule below.) Each day will begin with ASPIRE to enable teachers to provide an opportunity for social emotional support for their students. Students will have three or four classes a day, with the exception of Wednesday, when they would meet with each class for a shortened period of time. Classes that meet every day (English, math, science, social studies) will be 70 minutes long. Teachers and students will not have to be online for all 70 minutes. For example, they might start class with an explanation of an assignment, have students work on the assignment offline, then reconvene the class for the last 15 minutes of the period.

If a student has a period in which they alternate classes every other day, they would split the 70 minutes block of time into two 33 minute classes with a four minute break between the classes. For example, at the Ottoson, students have PE and Chorus every other day. As a result, students would attend PE for 33 minutes and then Chorus for 33 minutes.

Highlights of this model:

- Opportunity to start the day with organizational and social emotional support
- Lunch for all is 60 minutes
- See all students within 2 days, early in the week

- Students will be able to continue to take band, chorus, and orchestra
- Common assignment posting times and engagement tracking deadlines,
- Multiple opportunities for several meeting times and related services

Proposed OMS Remote Schedule Fall 2020

	Monday		Tuesday		Wednesday		Thursday		Friday	
8:30 - 8:55	ASPIRE		ASPIRE		ASPIRE		ASPIRE		ASPIRE	
9:05 - 9:38	Period 1	1A	Period 5	5A	Period 1	Period 1	1A	Period 5	5A	
9:42 - 10:15		1B		5B					Period 2	1B
10:20 - 10:53	Period 2	2A	Period 6	6A	Period 3	Period 2	2A	Period 6	6A	
10:57 - 11:30		2B		6B					Period 4	2B
11:30 - 12:30	LUNCH									
12:30 - 1:03	Period 3	3A	Period 7	7A	Period 5	Period 3	3A	Period 7	7A	
1:03 - 1:40		3B		7B					Period 6	3B
1:45 - 2:18	Period 4	4A	Office Hours		Period 7	Period 4	4A	Office Hours		
2:22 - 2:55		4B								Meeting time

Other notes -

There are some students that will be asked to attend school everyday, no matter what model is selected. Examples are - students that receive more than 75% of their academic services outside the general education setting, English language learners, students who are homeless, students who are in foster care or congregate care, and students who primarily use aided and augmented communications.