



# HVRHS Feasibility Study

For In-person Learning, Spring 2021

# Purpose

To review data and conditions identified by the initial task group and plan for a safe return to school later this spring that addresses physical safety, academic stability, and wellbeing.

- Internal Study
  - Small Group Review
  - Stakeholder Survey Data Collection
  - Revisions to Plan Based on Input
  - Report to Stakeholders
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# Survey Data

# Form Responses: Staff Concerns

Personal Exposure to Covid or a variant (45% listed as #1 concern of 20-21)

Lack of attendance/participation (42% listed as #1 current academic concern)

Student attendance and academic performance (39% listed as #1 current curricular/instructional concern)

Less concerned about own social-emotional wellbeing with a return (50% rated 1 or 2)

Less concerned about student social-emotional wellbeing with a return (39%)

Less concerned about making up the imbalance of in-person learning days for Cohort A (73%)



# Parent Concerns

Student mental health (less concerned with a return) (73% rated as #1 current concern)

Exposure to Covid or a variant (29%)

Student motivation for learning (50%)

Need for direct help (41%)

Progress in learning (32%)



# Student Concerns

Feeling stressed currently (54% report stress levels of 7-10 out of 10)

Connection with teachers (43.5% report that teachers regularly check in)

Their own mental health (40% rated as #1 concern)

Their exposure to Covid or a variant (23% rated as #1 concern)

Less concerned about their social-emotional wellbeing with a return (47%)

Motivation for learning is their #1 concern currently (42%)

Currently concerned about their ability to manage the workload (31%)



# Open-Responses: A Sampling of Staff Comments

“I enjoyed seeing many students relish the opportunity to learn at their own pace; I had a number of students who really “blossomed” during this unique time. Furthermore, I have learned so many new tools to help engage students who are learning in a digital world (which is going to be a reality long after the Pandemic subsides)”

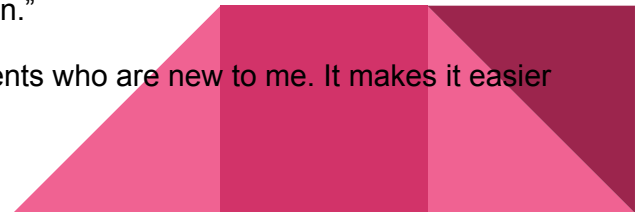
“It is less about remote learning than our experience this year. Students appreciate their time in the building. They are friendly and polite. I have had only one discipline issue the entire year. We have an opportunity, I think, to reframe the culture of the school when we open in Aug 2021; the seniors will have really only spent a year and a half or so under “normal circumstances” and the expected behaviors that dominated the school culture will have been forgotten.”

“The hybrid model should be left as it is until the fall when all staff and half of our student body will have had the opportunity for vaccination. However, despite my constantly explaining why this should be the case I am not sure that this is even being considered which is completely frustrating and disheartening.”

“I am concerned about the students that will continue distance learning and their teachers ability to attend to them in class. I am also concerned that numerous changes to the schedule will be difficult, as it takes them a while to get adjusted to each change. I am happy that I will be more likely to be able to find students to meet with them in person!”

“Never quite knowing when students are changing between distance learning and in-person.”

“Inability to get in touch with students and the difficulty around virtual counseling with students who are new to me. It makes it easier for students to hide, especially their mental health struggles.”



# Open-Responses: A Sampling of Parent Comments

“A lot of confusion with changes in the schedules/times.”

“I feel like there is going to be a lot of pressure to bring the students up to date on their progress for the year. It will become very overwhelming for them initially to go back to the normal schedule. As well as getting back on target for work completion.”

“The excellent, generous, and attentive teachers have totally stepped up to this big challenge.”

“Ensure teachers coordinate workload across classes - helps to manage homework efforts better”

“Self-paced assignments”

“Scheduled outdoor recess. Mask breaks. Games/activities to help students bond with their classmates (in particular, for freshman). Later start to the school day (start with flex.) Continue remote/asynchronous days on Wednesdays.”

“I think the in school consistency will be very beneficial.”

“I think this change should happen in the fall. This year has had so many changes already.”

“Consistency and normalcy for students”





# Open-Responses: A Sampling of Student Comments

"It becomes difficult to ask teachers for help outside of school because personally I would rather ask them in person to show and describe what I am having trouble on when I do not know how to phrase the question. In other words when I am simply confused on a problem so I need to ask the question in person so I can work it out with my teacher."

"I personally prefer a learning style similar to the end of the 2020 school year, where teachers assign tasks at the beginning of the week and I can work through them on my own time. I think that the requirement for me to be "in" class via Meet 4 days of the week has proven detrimental. I would prefer an option for students who are maintaining a high level of academic achievement to be able to work through assignments on their own time."

"...pay more attention to distance learners..."

"Other than changing schedules because of delays and meeting for teachers nothing, changing schedule is all that has bothered me this year."

"I think academically, I will do much better with full in person learning. I don't know if it was just the switch to high school, or if its the whole covid situation, but I used to be able to manage my school work load easily and still have time for other activities. Now I find it almost impossible to do that."

# Feasibility Review

- Survey results shared with Leadership Team and Feasibility Group
- Top three concerns:
  - Maintaining a safe environment
  - Social and emotional wellbeing
  - Academic stability and screen time
- Top suggestions:
  - Consistency of scheduling
  - Communicating with stakeholders
  - Balance: work demands, stress
  - Safe opportunities for students to connect






# Maintaining a Safe Environment


# From the CDC Guidelines:

1. Consistent implementation of layered mitigation strategies to reduce SARS-CoV-2 transmission in schools
2. Indicators of community transmission to reflect levels of community risk
3. Phased mitigation and learning modes based on levels of community transmission

The following public health efforts provide additional layers of COVID-19 prevention in schools.

- Testing to identify individuals with a SARS-CoV-2 infection to limit transmission and outbreaks
  - Vaccination for teachers, staff, and in communities
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# Preventing the Spread of Covid & Variants: Masking & Social Distancing

- Students have been compliant with masking
  - Will provide materials and instruction on double-masking
  - Although the CDC has allowed for 3', we will still practice 6' of separation upon opening
    - 64 Classes with >15 students (Incl. all learners)
    - 20 Classes with >15 students (not incl. Remote Learners)
  - Five rooms will need to be reconfigured or reassigned (3 rooms still under consideration)
  - Increased use of outdoor spaces with tents and picnic tables
  - Additional precautionary measures in Band & Chorus
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# Preventing the Spread of Covid & Variants: Other Physical Measures

- Wednesday cleaning
- Disinfectant misters in use during the day
- Limited sharing of materials
- Physical barriers as guides
- Restricted access to fountains




# Preventing the Spread of Covid & Variants: Quarantining and Contact Tracing

- Work with TAHD to coordinate and quarantine as necessary
- Additional nurse to assist with this practice (through June)
- Seating charts record location of individuals on busses and in classrooms
- Remote Learning as Choice and as a Mitigation Strategy



# Preventing the Spread of Covid & Variants: Air Quality

- CDC Guidance:
    - Bring in as much outdoor air as possible.
    - Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.
    - Filter and/or clean the air in your school or childcare program.
    - Use exhaust fans in restrooms and kitchens.
    - Open windows in transportation vehicles.
  - Air purifiers are installed in large spaces (most classrooms)
  - We expect this to be completed in every room by Spring Break
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# Preventing the Spread of Covid & Variants: Testing & Vaccination

- Testing
  - Community Access
- Vaccination
  - Began clinics on Friday
  - Teachers received first dose in March
  - Second doses administered by Spring Break
- Special Event Testing (Senior Events)



# Indicators of Community Transmission

- [Current Indicators for our Area](#)



# Academic Stability

# Curriculum, Instruction, and Learning Considerations

- Screen time decreases with in-person learning
- Additional contact with teachers (“[W]hen I am simply confused on a problem I need to ask the question in person so I can work it out with my teacher.”)
- “Pay more attention to Distance Learners”
  - Distance Learning Liaison
- Managing work and activities
  - Adjustments to Distance Learning Labs have begun to address this



# Scheduling Concerns

- Consistency is paramount
  - Continue block scheduling four days a week
  - Continue with Remote Learning on Wednesdays
    - In addition to student responses, teachers see multiple benefits:
      - Learning to manage work independently
      - Direct help from teachers
      - Instructional Coaching opportunities
  - Students must commit to at least two consecutive weeks in a learning mode (in-person or remote)
- Little demand to balance the disparity of in-person days between cohorts, which would lead to schedule adjustments



# Calendar Considerations

- Start of Quarter 4: Thursday, April 8
  - Some PE and Health courses will start in new locations
- Spring Break: April 12-16
  - Time to adjust or reassign classes
  - Time to anticipate the change
  - Time to plan lessons
- Proposed return on April 19
  - After Spring Break
  - Additional quarantine time would be excessive and ineffective

April

S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1
2	3	4	5	6	7	8



# Social and Emotional Wellbeing

# Predictability and Stability

- Routines
  - Consistency of schedule
  - Set Calendar
    - School
    - Sports
- Quarantining instead of changes to Learning Mode
- Communication (even over-communicating)
  - This has generally been well-received





# Processing the Last Year: Emotional Needs

- Grieving/Mourning
  - Covid
  - Loss of classmate
  - Lost opportunities
- The need to process
  - What did you lose, what does it mean?
- Acceptance
- Reestablish a sense of community
- Need for familiarity
- Need for Social Worker



# Safe Opportunities for Students to Connect

- Outdoor opportunities
- In classes, socially-distanced
- Student Government Association Events
- Freshmen Community-Building
- Sports
- FFA
- HMTS Workshops
- Safe field trips
- Well-planned Senior Events
  - Lunch on the Oval
  - Senior Banquet
  - Graduation



The background is a solid pink color. In the top right corner, there are several overlapping geometric shapes: a dark pink square, a medium pink square, and a light pink square, all partially cut off by the edge of the frame.

Thank you to our  
volunteers!