



**School Administrative
Unit 21**

Joint Board Update

Thursday, August 27, 2020

Models of Instruction (approved as of 8.7.2020)

Barnard School (South Hampton)

- In-School Learning (grades k-8), with an abbreviated student day
- Remote Learning Academy

Lincoln Akerman School (Hampton Falls)

- In-School Learning (grades k-8), with an abbreviated student day
- Remote Learning Academy

North Hampton School

- In-School Learning (grades pk-4), with an abbreviated student day
- Remote Learning Academy (grades pk-4)
- Enriched Virtual Learning (grades 5-8)

Seabrook Elementary School

- In-School Learning (grades pk-4), with an abbreviated student day
- Remote Learning Academy

Seabrook Middle School

- Enriched Virtual Learning

Winnacunnet High School

- Enriched Virtual Learning



August Timeline: Why are We Here Now?

- August 5th
 - Joint Board Meeting
- August 6-8th
 - North Hampton
 - South Hampton
 - Winnacunnet
 - Seabrook
 - Hampton Falls
- August 11th-17th
 - Learning model survey for families
- August 18th
 - Enrollment responses sent to building principals
- August 19th-21st
 - Building administrators contacted families who didn't respond to the survey
 - Office staff verified grade levels and class sizes
- August 21st
 - Principal vetting of building plans, building layouts, supplies, facilities, busing, schedules
 - Identified RLA Teachers, verified licensure
 - Nurses consolidated and vetted re-entry protocols for staff.
- August 24th-25th
 - Met with Board Chairs to discuss RLA complications
 - Recruited two (2) potential RLA teachers
- August 26th
 - Met with identified RLA teachers to discuss program and concerns
- Continual Process
 - Process and verify ADA, FMLA requests
 - Respond to changing staffing landscape largely related to neighboring decisions



Complications (and Realizations) in our Planning

- Viability of in-person models at South Hampton, Seabrook Elementary, Hampton Falls, and North Hampton.
- The significant number and complexity of accommodation requests
- Providing adequate social distancing in classrooms and scheduling given student number limitations
- Remote staffing, costs, and identification of candidates
- Designation and provision of supports for students that are learning in four (4) different models.

Critical issue:

- **The interconnectedness of the individual districts within the SAU. In other words, what we do, we have to do together.**



Issue: Physical Limitations and Building Capacities

- North Hampton School
 - Sibling requests corresponding to the 5th grade model
- Barnard School
 - Face to face class sizes throughout grades at or above capacity
 - Adherence to cleaning protocols
- Lincoln Akerman
 - Homeschool participation in UA programs
- Seabrook Elementary
 - Face to face class sizes in upper elementary grades at or above capacity

Other Physical Limitations

- Students continue to register for enrollment within SAU 21. Consistently, we anticipate a registration bump at the outset of the year in at least some of our districts.
- We've had a huge variability of homeschool requests (and reversals) throughout the last month (31).
- We've received changes in family and student choices for remote and in-person learning.
- Legal counsel has advised us that we cannot require students to enter the RLA at registration.
- As class sizes exceed our physical space plans (which are based on CDC guidance), we face the possibility of creating unsafe student environments.



Issue: The Changing Landscape of Staffing

- Americans with Disabilities (ADA) Requests
- Family Medical Leave Act (FMLA) Requests
- Families First Coronavirus Response Act (FFCRA)
- Other Requests



Remote Requests (as of 8.25.2020)

Grade	South Hampton	SES	LAS	NHS	Total
pK	0	5	0	6	11
K	0	20	0	6	26
1	5	20	2	5	32
2	0	22	1	3	26
3	7	24	1	8	40
4	2	16	0	5	23
5	1	0	2	5	8
6	1	0	0	0	1
7	1	0	2	0	3
8	3	0	4	0	7
Total	20	107	12	38	177



Issue: RLA Staffing

- We identified 9 teaching sections required to make this a viable program.
 - Within the SAU, we were able to identify 6 educators who held appropriate licensure who could be reassigned to RLA.
 - This has resulted in significant change in teaching assignments for the remote teachers (i.e. movement from 6th grade to 4th grade), and has impacted the corresponding class sizes in the face to face environment.
 - Within this timeframe we have experienced one teacher resignation, which has forced us to identify and re-assign another educator.
- Two options to remediate: add teachers and/ or reduce face-to-face grade levels.
 - Considered an SES K-2 model, as well as an SES virtual model. In both of those models, we present a huge equity disparity but also impact ability of staff to teach in other districts.
 - Adding teachers would result in a significant budget impact across the SAU.



Issue: Anticipated RLA Staffing Costs

	RLA Enrollment	Percent Enrollment of RLA	Total Cost of RLA Program	Existing Teachers Cost	Additional Three (3) Teachers Cost
North Hampton	32	19.28%	\$241,097	\$54,171	\$186,925
Seabrook	102	61.45%	\$768,496	\$745,038	\$23,458
South Hampton	20	12.05%	\$150,685	\$0	\$150,685
Hampton Falls	12	7.23%	\$90,411	\$126,452	-\$36,041
Total	166	100.00%	\$1,250,689	\$925,662	\$325,028



RLA Scheduling

- Split Sessions
 - This model is far from what we promised, and not reflective of any sample schedule.
 - Reduced personalization and individual supports; this would only allow for delivery of content.
 - Limited ability to assess students as teacher focus would be on delivery.
- Increased Section Sizes
 - This is the definition of spring learning
 - Staffing would become more problematic than now; also would contribute to MOA inconsistencies.
- Reducing Grade Levels in the RLA
 - May not ease face to face requests in K-2
 - Cleaning protocols still an issue
 - Teachers inheriting placements that differ significantly than assignment
- Grade Bands
 - We would be servicing kids from four (4) districts, all having received different preparation, learning online. The added complexity of multiple grade levels in a class would make instruction next to impossible.
- Designating a 'Remote' district
 - We have an imbalance of registrations, making only one district viable for such a model. This obviously creates a scenario of inequity, carries financial implications, and presents problem with the continuity of curriculum
 - We know the designation of a remote district would impact the ability of working parents to serve at other schools.
- Asynchronous Platforms
 - VLACS, Edmentum, Schoology
 - These platforms have a cost-component and present issues with quality of instruction and alignment of curriculum.



Limitations of a Hybrid Model (Recap)

- Hybrid model provides two days of instructional time for students. The rest of the week is asynchronous learning without support. With regard to students exposure to content, an enhanced virtual model allows teachers to progress through curriculum at a real pace.
- We have a legal requirement to provide many students with 5 day a week services (as defined by their IEP). A hybrid model makes the scheduling of these supports problematic, as case managers will be working in two models simultaneously.
- Movement to a hybrid scenario would dramatically change our face-to-face and remote numbers, negating all assumptions and surveys conducted so far.
- Teachers would not be able to provide the 'double class' support that many parents would expect in remote learning.
- There is an extraordinary amount of planning time needed to put this into place.
- Enriched virtual with an open building allows for more adaptability and targeting of face to face supports. As demonstrated at WHS, it also allows us to increase the cohort capacity as regulations change in an effort for full return.
- Hybrid model presents an issue of durability. Staff or students exhibiting symptoms would drastically alter the learning environment. This is not the case with enhanced virtual.



Issue: Special Education and Provision of Supports

LAS

- Additional in-building EA supports needed due to cohorts and related services
- Remote requests (special ed staff)
- Unknown needs: Transfer students

NHS

- EA staffing
- Remote requests

SH

- Related Services in classrooms (space)
- EAs and RLA vs. in-building

SES

- Short 4 EAs for in-building services
- Unknown needs: students in the referral process (12 unresolved from the spring)

SMS

- Short 3 EAs for in-building services (EO #64)
- Unknown needs: students in the referral process (13 unresolved from the spring)



Key Issue: Variability

- As we've learned, we continue to make adjustments and add costs as resources and requests change.
- Given a secure plan today, there is no guarantee the plan will work tomorrow.
- The identification of COVID symptoms at any given building will force a significant disruption in staffing, scheduling, provision of services and ability to stay open. This is not the case in the enriched virtual model.
- The structural changes and costs being considered will prevent the continuity of district curriculum and (potential) return to buildings.



Review of Task Force Guiding Principles

Our overarching values guide all decisions and recommendations regarding the reopening of SAU 21 school buildings:

Safety Our goal in all of the measures that are being recommended and put in place is to reduce risk to our students, families and employees, while ensuring that all students have access to quality learning experiences.

Equity Our goal in all of the measures that are being recommended and put in place is to provide fair access to technology, meals, and other supports (including special education, accommodations, instruction for English-language learners, and access for students with limited resources).

Wellness Our goal is to create an environment that is supportive of student and staff mental health and wellness given the traumatic experience of losing school and being isolated for many months.

Teaching and Learning Our goal is to ensure that every student is on track for success academically, socially, and emotionally by the end of the 2021-2022 school year. This includes assessing student learning, augmenting instruction when needed, the provisioning of structural supports, and professional resources for teachers and families.



Revised Recommendations (SAU Wide)

Safety:

- Enriched virtual learning undoubtedly provides the safest environment for our students.

Equity:

- Enriched virtual learning provides the most equitable distribution of services, supports, and access to face to face instruction for our students.

Wellness:

- Enriched virtual learning allows for a focus on SEL and connection as opposed to uncertainty, fear, and procedure, and potentially rapid changes.

Teaching and Learning:

- Enriched virtual learning provides students with continuity of learning, continuing relationships with their teachers, and opportunity to connect face to face safely and consistently.

