School Administrative Unit 21

Proposed Reopening Plan

Presented to the SAU 21 Joint Board
Wednesday, August 5, 2020

SAU 21 Schools

Hampton Falls - Lincoln Akerman School

North Hampton School

Seabrook Elementary School

Seabrook Middle School

South Hampton - Barnard School

Winnacunnet High School

Our Goal

The ultimate goal of our SAU 21 Return to School plan is to have all students and teachers safely back in our school buildings for teaching and learning five days per week for a full school day.

How do we get to that goal in a pandemic?

SAU Return to School Task Force

- The Task Force met six (6) times between Monday, May 11th and Thursday, July 23rd to consider recommendations from our Working Groups.

- The Task Force included representatives of the SAU and Working Group Leadership, School Boards, Nurses, Principals, Teachers, Crisis Response, SEA and SESPA, Facilities, Parents and SAU 90.

- In addition, our Working Groups included representatives from across the SAU and our various employee groups.

- Five (5) Working Groups met regularly in May and June and provided recommendations to the Task Force. These groups were Crisis Response (Student and Staff Mental Health and Wellness), Return to Instruction, Post-Secondary Response, Technology and Operations.

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.

Data Sources

- New Hampshire Grades K-12 Back to School Guidance

- Health and Safety Organizations - including the Center for Disease Control and Prevention (CDC), American Association of Pediatrics, Harvard School of Public Health, and the New Hampshire Department of Health and Human Services (DHHS)

- Staff Surveys

- Parent and Guardian Surveys

- Community Conversations

Staff and Parent/Guardian Surveys

Staff Survey
- A staff survey was conducted in late June and early July. We received 423 responses from across our employee groups.
- The survey focused on the willingness of employees to return to work and the importance of consistency of model between SAU 21 and school districts where employees live.

Parent/Guardian Surveys
- Our initial parent/guardian survey was also conducted in late June and early July. We received 837 responses representing 1,266 of our students.
- This survey focused on the willingness of parents/guardians to send their children back to school, whether we should continue to examine a hybrid model, and whether students returning to school would use our transportation.
- A second parent/guardian survey was conducted in late July. We received 1,565 separate student responses.
- This second survey dealt with parent/guardian preference between two possible models: in-person and remote.

Staff Survey: Consistency Across SAUs (Early July)

How important is it that we adopt a model (fully remote, fully in-person, hybrid) that is substantially the same as that being used by the school district where you live?

- 38% — 1 (VERY IMPORTANT)
- 22% — 2
- 40% — 3 (NOT IMPORTANT)
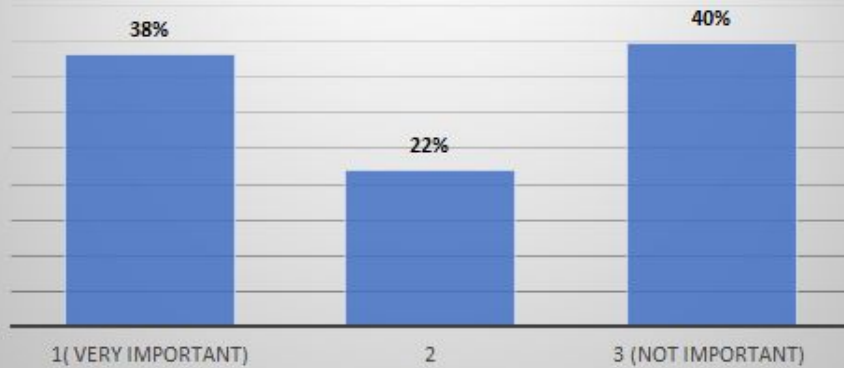
SAU 21 employees

How important is it that SAU 90 (Hampton PreK-8) and SAU 21 (including Winnacunnet) adopt similar models (fully remote, fully in-person, hybrid) and school calendars that are substantially the same?
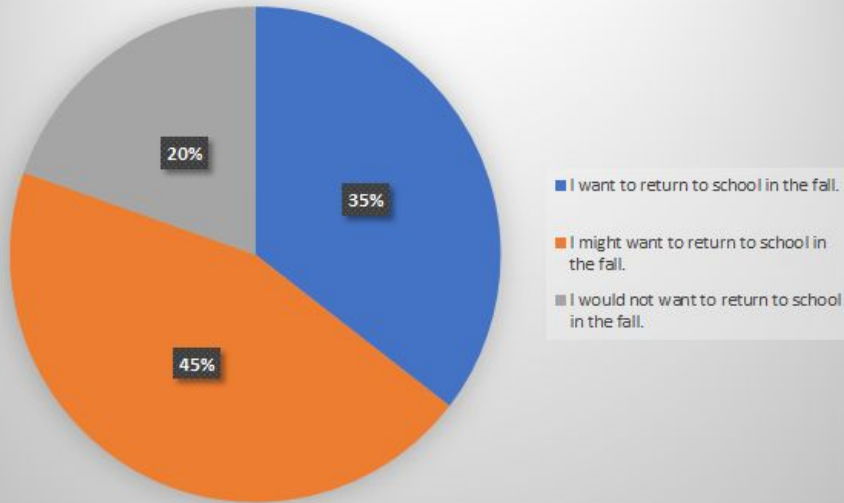
- 73% — 1 (VERY IMPORTANT)
- 18% — 2
- 9% — 3 (NOT IMPORTANT)
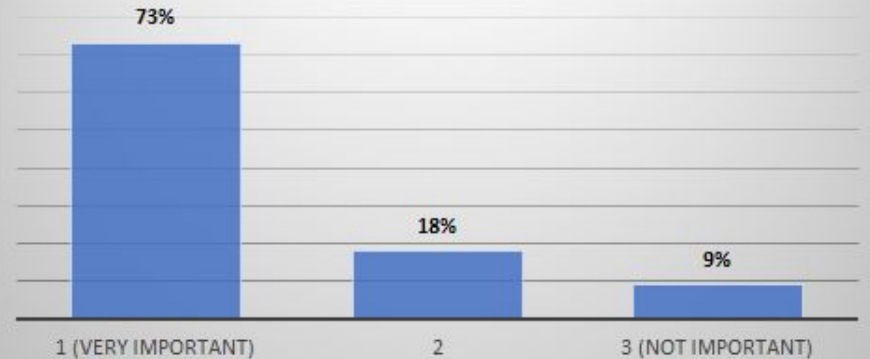
SAU 90 families with siblings that attend SAU 21

Parent/Guardian & Staff Surveys:
Willingness to Return to School (Early July)

SAU 21 Employees

- 35% — I want to return to school in the fall.
- 45% — I might want to return to school in the fall.
- 20% — I would not want to return to school in the fall.

SAU 21 Families

- 61% — I would send my child to school in the fall.
- 29% — I might send my child to school in the fall.
- 10% — I would not send my child to school in the fall.
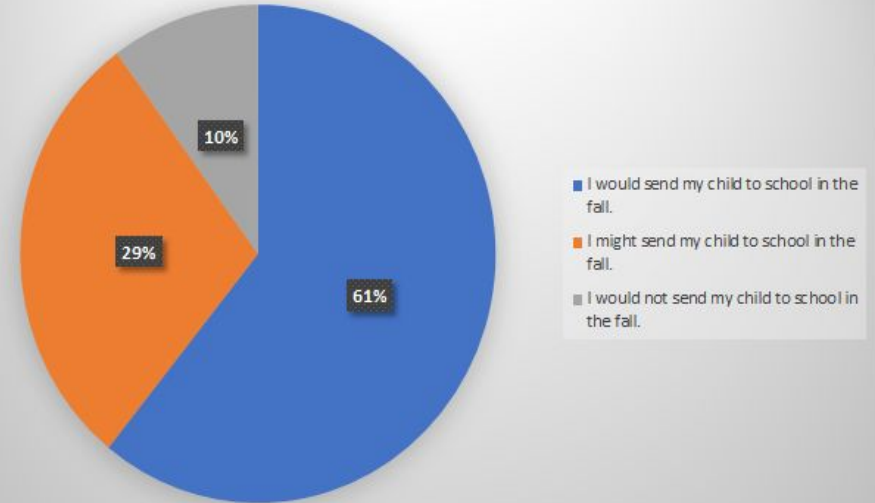
Parent/Guardian Survey: In-Person and Remote All Schools (7.29.2020)

SAU 21 Preference

- Option #1: In-Person Learning
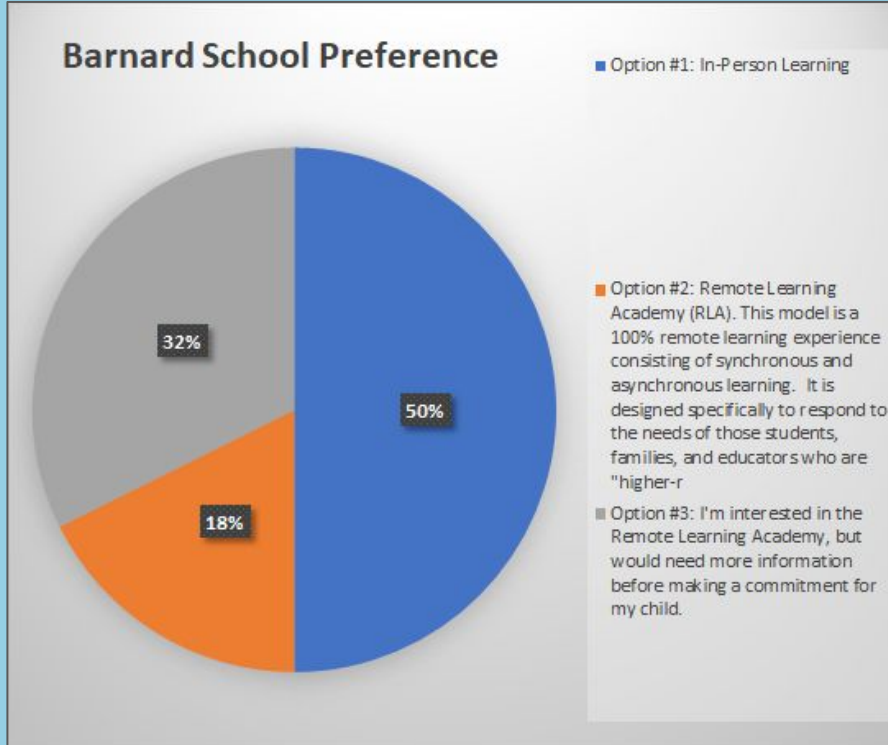- Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-r
- Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.

Option #1: In-Person Learning	1050
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	221
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	294
Total	**1565**

Parent/Guardian Survey: In-Person and Remote Barnard School (7.29.2020)
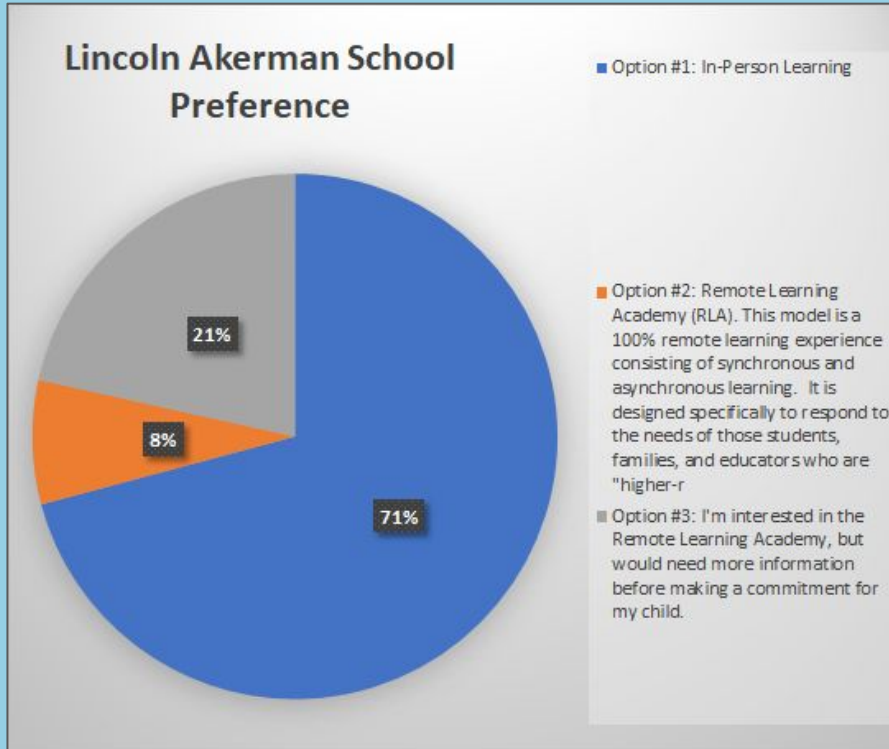

Barnard School Preference

- Option #1: In-Person Learning — 50%
- Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-r — 18%
- Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child. — 32%
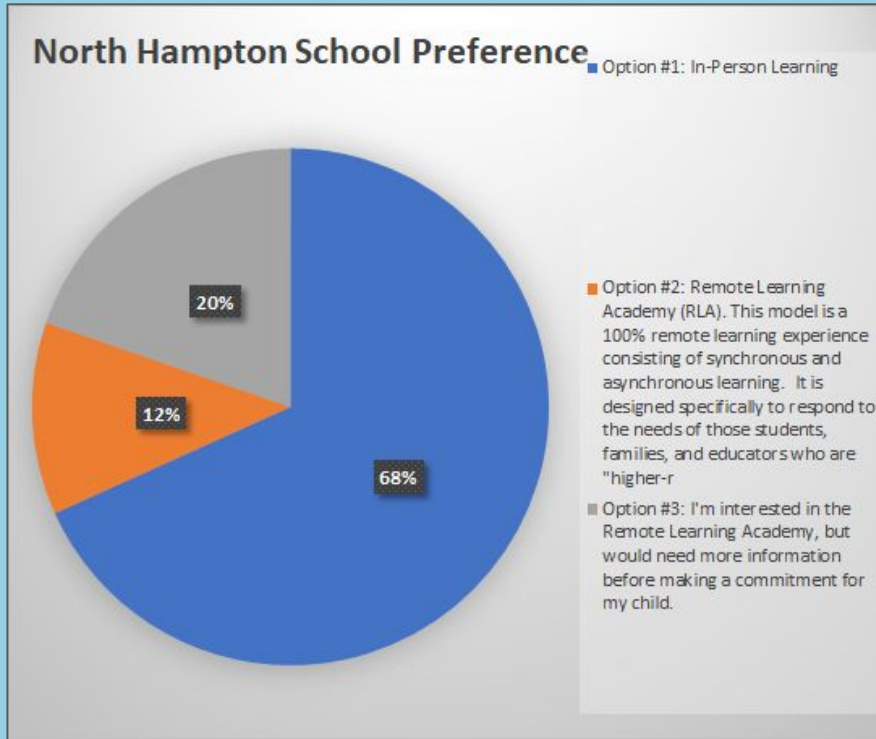
Option #1: In-Person Learning	34
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	12
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	22
Total	**68**

Parent/Guardian Survey: In-Person and Remote Lincoln Akerman School (7.29.2020)
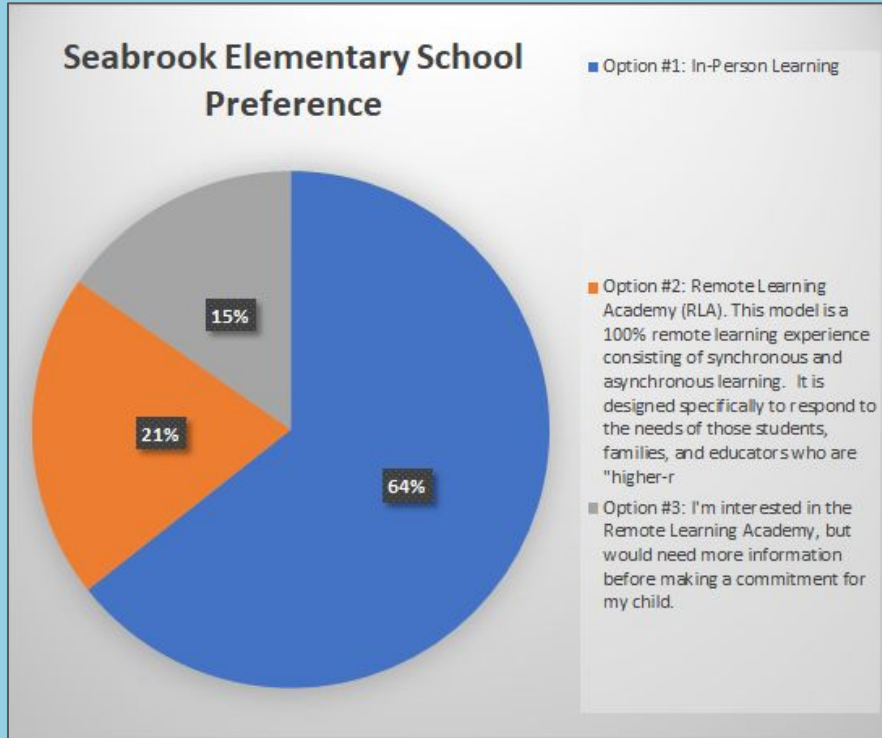

Option #1: In-Person Learning	102
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	11
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	31
Total	**144**

Parent/Guardian Survey: In-Person and Remote
North Hampton School (7.29.2020)

North Hampton School Preference

- Option #1: In-Person Learning
- Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-r
- Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.
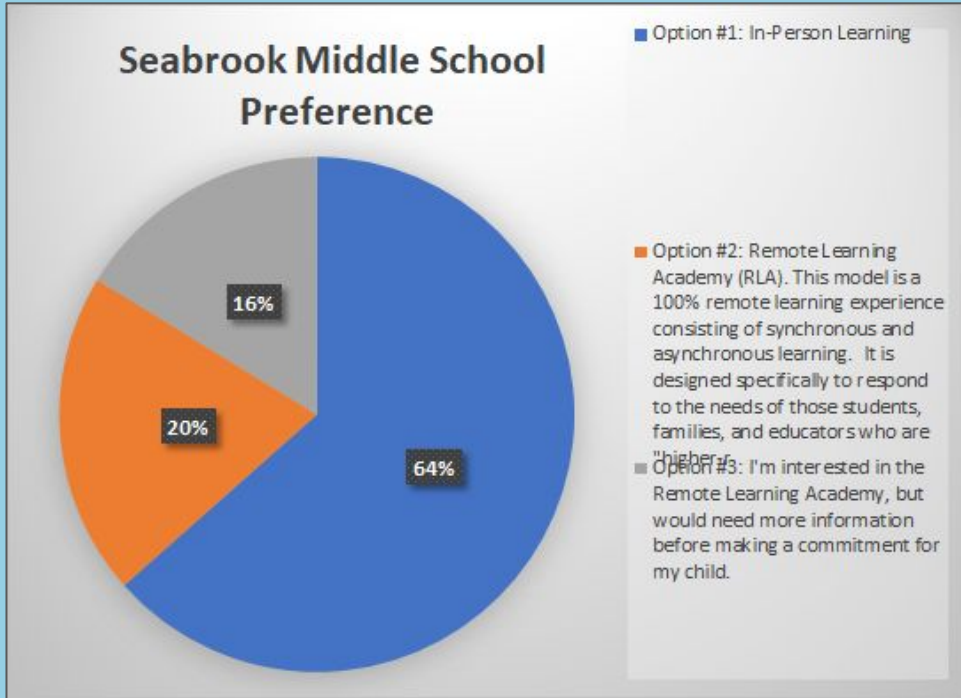
68% — 12% — 20%

Option #1: In-Person Learning	187
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	33
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	54
Total	**274**

Parent/Guardian Survey: In-Person and Remote Seabrook Elementary School (7.29.2020)
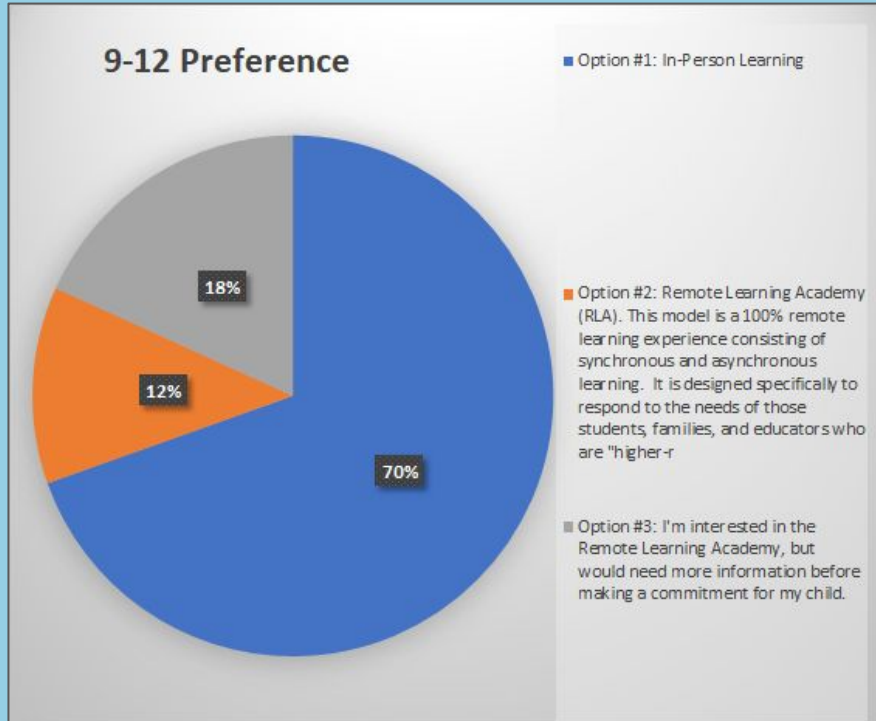

Seabrook Elementary School Preference
- Option #1: In-Person Learning — 64%
- Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-r — 21%
- Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child. — 15%

Option #1: In-Person Learning	139
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	44
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	33
Total	**216**

Parent/Guardian Survey: In-Person and Remote Seabrook Middle School (7.29.2020)

Seabrook Middle School Preference

- Option #1: In-Person Learning
- Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher#3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.

16%

20%

64%

Option #1: In-Person Learning	125
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	40
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	32
Total	**197**

Parent/Guardian Survey: In-Person and Remote Winnacunnet High School (7.29.2020)

9-12 Preference

- Option #1: In-Person Learning
- Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-r
- Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.

70% | 12% | 18%

Option #1: In-Person Learning	466
Option #2: Remote Learning Academy (RLA). This model is a 100% remote learning experience consisting of synchronous and asynchronous learning. It is designed specifically to respond to the needs of those students, families, and educators who are "higher-risk" for severe illness from Covid-19 as well as those students who thrive in the remote learning environment.	82
Option #3: I'm interested in the Remote Learning Academy, but would need more information before making a commitment for my child.	122
Total	**670**

The Evolution of our Planning

- Our second parent/guardian survey asked for a choice between in-person (five days per week for a full day) and remote learning.

- Our goal was to ascertain if we had enough space to bring all students expressing a preference for the in-person model back to school within the safety precautions that would need to be put in place (on a school by school and within grade spans basis).

- In addition, we continue to gauge our employee data, particularly with respect to teachers, educational associates and substitute teachers.

- **All of these factors, and many others, must align in order for us to offer model(s) that can be implemented safely and successfully.**

Complications in our Planning

- The evolving nature of the pandemic ("a lot can change in five weeks").

- The shifting nature of the guidance and the perception that some of those guiding documents are being governed by "convenience," rather than science.

- The challenging nature of addressing student and staff illness protocols.

- Uncertainty of planning in neighboring school districts.

- Anticipated *Leaves of Absence* among our employees for health and child care issues.

- Lack of adequate funding to implement everything that we would want to have in place (e.g., permanent substitute nurse, permanent substitute teachers, increased transportation).

Four (4) Models Considered in our Reopening Plan

Model 1 — In-Person Learning for All Students with No Restrictions

Model 2 — In-School Learning for Students with Restrictions (includes a Remote Learning Academy Option)

Model 3 — Hybrid Learning for Students (includes a Remote Learning Academy Option)

Model 4 — Enriched Virtual Learning for All Students

Model 2

In-School Learning for Students with Restrictions (includes a Remote Learning Academy Option)

1. In this model, all students would return to school with modified rules for social distancing, group gatherings, cleaning, and general school operation. Students would follow their schedule with modifications and limited transitions.

2. Students participating in this model would be taking courses that include an online component, although the courses themselves would be in-person.

3. Students riding buses will practice social distancing. Students would not be permitted to carpool except with people residing at the same address.

4. Appropriate supports would be in place for students with extenuating circumstances, including IEPs and 504 plans.

5. Schools would implement their regular weekly schedule, with modifications designed to minimize movement in the building and large group gatherings (including lunch, recess, unified arts classes, etc.).

Model 2 — In-School Learning for Students with Restrictions (includes a Remote Learning Academy Option)

6. Some of the in-school models allow for additional time for cleaning and professional learning (students on a shortened day or no school on one day per week.

7. Masks would be required for all staff and students. Everyone will self-screen at the beginning of the day and are required to self-report concerns and positive tests for COVID-19 for themselves and others in their household.

8. Enhanced cleaning and sanitizing procedures are implemented, including sanitation of classrooms, bathrooms, and other shared spaces regularly throughout the day. Deep cleaning will occur nightly.

9. Appropriate content, programming, and services would be in place to meet the needs of student and family social-emotional needs.

Factors to Consider

- Social distancing will be difficult to achieve and maintain at all levels.

- Masks will be worn all day with specific mask breaks included as part of the schedule. Desk dividers will be available in certain classrooms and situations.

- Our districts are limited on the number of individual desks available.

- Some students and staff will need accommodations, which could include the need to hire additional staff and/or provide additional PPE.

Model 3 — Hybrid Learning for Students (includes a Remote Learning Academy Option)

1. In this model, 50% of students would attend school on one set of days (Monday and Tuesday, every other day/week, etc.) with the other 50% of students attending on another set of days (Thursday and Friday, every other day/week, etc.).

2. Students would engage in a combination of in-school, remote, and independent learning.

3. Students riding buses will practice social distancing. Students would not be permitted to carpool except with people residing at the same address.

4. Appropriate supports would be in place for students with extenuating circumstances, including IEPs and 504 plans.

5. Schools would implement a modified schedule with fewer students in the classroom, and with modifications designed to minimize movement in the building and large group gatherings (including lunch, recess, unified arts classes, etc.).

| Model 3 | Hybrid Learning for Students (includes a Remote Learning Academy Option) |

6. Some of the hybrid models allow for additional time for cleaning and professional learning (e.g., no school on one day per week).

7. Masks would be required for all staff and students. Everyone will self-screen at the beginning of the day and are required to self-report concerns and positive tests for COVID-19 for themselves and others in their household.

8. Enhanced cleaning and sanitizing procedures are implemented, including sanitation of classrooms, bathrooms, and other shared spaces regularly throughout the day. Deep cleaning will occur nightly.

9. Appropriate content, programming, and services would be in place to meet the needs of student and family social-emotional needs.

Model 3 — Hybrid Learning for Students (includes a Remote Learning Academy Option)

Factors to Consider

- Half of our students would attend school at the same time. Independent and/or remote learning would be available to students for the other half of their schedule.

- Student learning may be impacted due to the student's grade level, support at home, and social/emotional needs.

- Some students and staff will need accommodations, which could include the need to hire additional staff and/or provide additional PPE.

- Social distancing would be easier to maintain and mask breaks could potentially be provided more frequently.

Other In-Person Considerations

Employees Returning to Work in School Buildings

- "I am subject to a Federal, State, or local quarantine or isolation order related to COVID-19, or I have been advised by a health care provider to self-quarantine related to COVID-19, or I'm experiencing COVID-19 symptoms and seeking a medical diagnosis." (Families First COVID-19 Response Act or Family Medical Leave Act)
- "I have to care for a family member who is subject to a Federal, State or local quarantine or isolation order related to COVID-19, or who has been advised to self-quarantine related to COVID-19." (Families First COVID-19 Response Act or Family Medical Leave Act)
- "My child's school, day care or care provider is not in operation." (Families First COVID-19 Response Act)
- "I have a serious medical condition or have an immediate family member who has a serious medical condition and I need to care for them." (Family Medical Leave Act)
- "I have a disability as defined by the Americans with Disabilities Act."
- "I'm not comfortable returning to school or have a reason other than those listed."

General Protocols

- Masks will be required for students and staff when indoors. Masks may be removed outside with 6+ feet distancing. While students and staff will be asked to bring their own masks, schools would have disposable surgical masks available. In addition, schools will work to ensure adequate mask breaks are built into the daily schedule.

- We encourage schools to create outdoor learning spaces, including having small tents so that classes can use them, when appropriate.

- School leaders will refine the building schedule to allow for the creation of cohorts (students and teacher teams and/ or self contained classrooms). In cases where this is not possible (High School), schedule changes would need to be made to minimize student travel between classes and movement in the hallways.

- Schools will arrange classrooms (i.e. lower numbers, separated desks) to ensure a 6' separation between students. Given these parameters, a typical classroom will accommodate approximately 11 students, with desks arranged facing forward.

Student and Staff Screening

- Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. **No aspect of an in-person model will work if parents, students and employees do not adhere to this requirement.**

- We are continuing to explore the use of an online app for daily self-screening for students and staff to complete prior to going to school. This process would offer an intuitive interface with questions based on CDC guidelines.

- **Any persons traveling internationally (including Canada), on a cruise ship, or domestically outside of Maine, Vermont, Massachusetts, Connecticut, or Rhode Island should quarantine for 14 days after return.**

Student and Staff Screening - Continued

Individuals who become ill with unexplained symptoms will need to be tested for COVID, per NHDOE plan. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19.

- Fever and Chills
- Cough
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell

- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- Shortness of breath or difficulty breathing

*Explained symptoms are defined as previously existing, documented conditions on record with the school nurse

Student and Staff Screening - Continued

During a period of **in-school learning**, should a student/staff member exhibit symptoms consistent with COVID-19, the following steps will be taken prior to that individual's return to the physical school building(s):

- Student/staff member will be referred to the school nurse and isolated, and must leave school as quickly as possible.
- Student/staff member will be required to be tested for COVID per the NHDOE and provide documentation
- If the COVID test is negative, the student/staff member can return to school immediately once documentation is provided to the school nurse.
- If the COVID test is positive, all individuals that the student/staff member has come in contact with for a minimum of 14 days shall be quarantined. The positive test must also be reported to the school nurse.
- If any of the students/staff members who have been quarantined begin to exhibit symptoms, they must have a COVID test and provide a copy of the results to the school.
- **No school will open if the regular school nurse or a substitute is not available. If this occurs, the school will switch to virtually instruction for the day.**

Building and Facilities Use

- No student field trips would take place. Educators are encouraged to incorporate virtual experiences as part of their daily lessons.

- The use of buildings by outside groups will generally not be permitted but will be evaluated on an individual basis.

- The SAU and districts will not support any outside in-person professional development to include SAU-wide committees. Educators are encouraged to participate in professional learning opportunities virtually.

- Access to school buildings will be limited primarily to students, educators and staff. Any parents or other visitors can only enter facilities on an "as needed" basis with an appointment.

- IEP meetings and parent conferences will be conducted virtually to the fullest extent possible.

Building and Facilities Use - Continued

- Schools will need to manage traffic flow in the beginning and end of the school day. This may include spreading it out over a longer period of time or the designation of spaces for students when they arrive.

- Facilities Managers will follow the New Hampshire cleaning and disinfection guidance, which is based on the CDC set of guidelines for school buildings.

- Hand sanitizer or hand washing stations will be set up for all students and staff entering or exiting a building, classroom, or office. In addition, hand sanitizer will be available in every classroom and office space.

Heat Days

- Many of our school buildings are not air conditioned and become unbearably hot in the fall and spring.

- Members of the school community have expressed concern about being able to teach and learn effectively in school buildings where temperatures are extreme.

- The concern is greater now than in normal times in light of the face covering requirements. We recommend implementation of the following practices in the upcoming school year:

  - We will use a heat index, which takes into consideration both the temperature and relative humidity, as a metric to determine where and how we will teach and learn.

Heat Index

- If the heat index is in the "Caution" zone, educators will be encouraged to teach in an outdoor environment. The Districts are in the process of exploring the creation of additional outdoor classroom spaces.

- If the heat index is expected to be in the "Extreme Caution" zone or higher, the Superintendent will call a "Heat Day" and notify the school community that teaching and learning will happen virtually on that day.
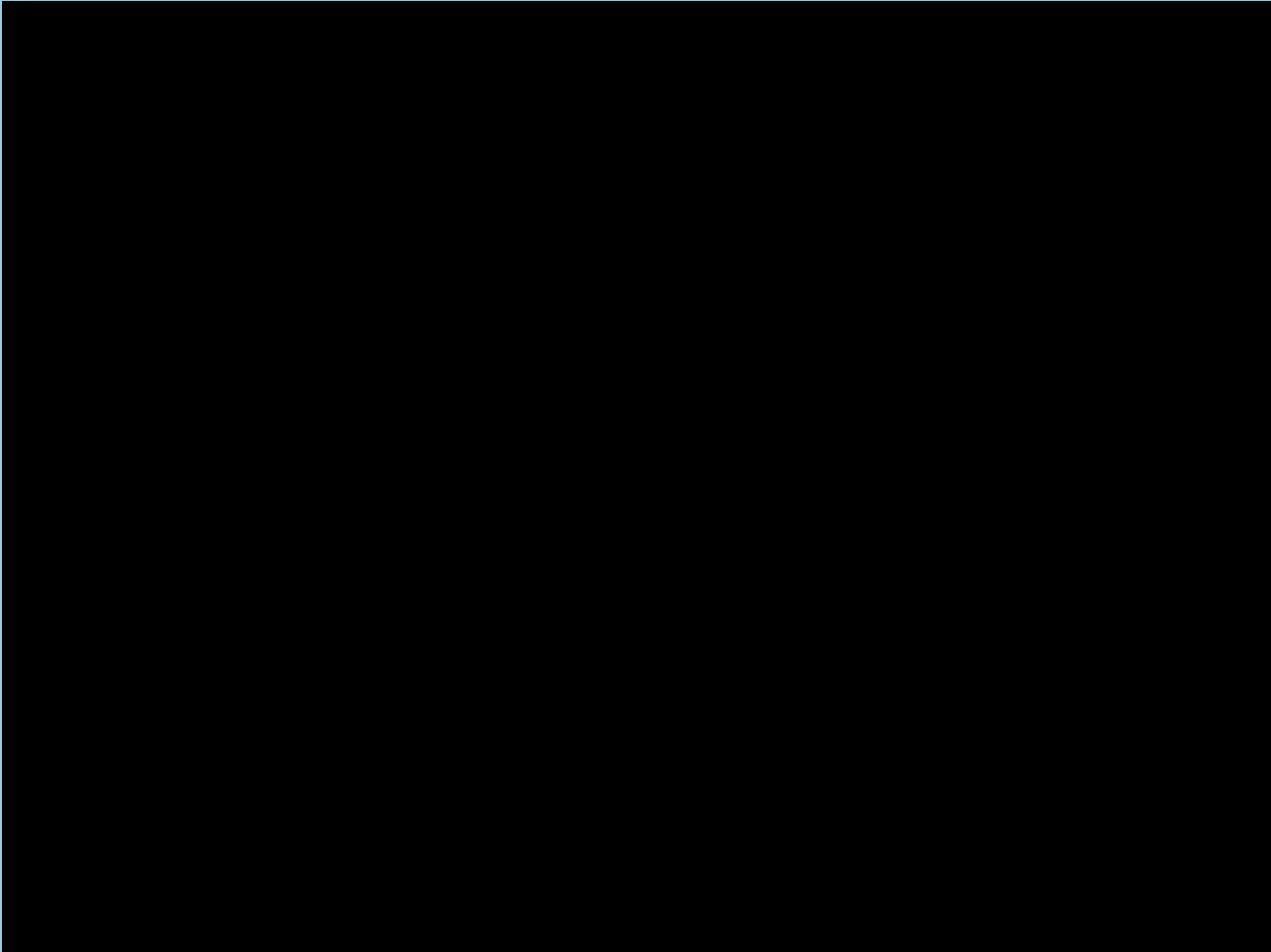

NWS Heat Index chart showing Temperature (°F) across the top and Relative Humidity (%) down the side. Likelihood of Heat Disorders with Prolonged Exposure or Strenuous Activity. Legend: Caution, Extreme Caution, Danger, Extreme Danger.
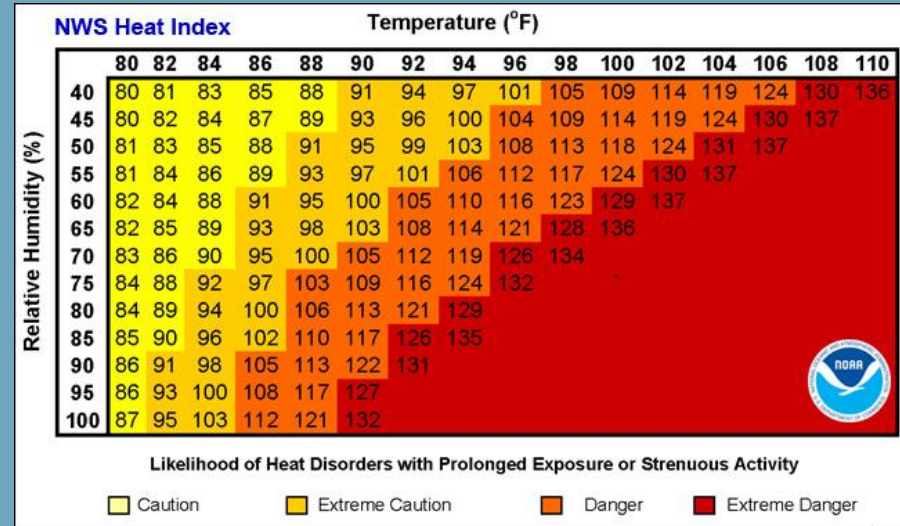
Remote Learning Academy (RLA)

- RLA would be in place in both **Model 2** (In-School with Restrictions) and **Model 3** (Hybrid Learning).

- The RLA is designed specifically to respond to the needs of those students, families, and staff who are "high risk" for severe illness from COVID-19, those who thrive in a remote learning environment, or those who might prefer this option during the pandemic.

- Breakfast and lunch pick up would be available for families approved for the RLA.

- Participants agreeing to take part in this model would remain in RLA for at least the initial trimester of school (or a return to face to face instruction).

- Elementary and Middle School students would not necessarily be taught by teachers from their individual school district.

- Due to its size and nature, the remote academy option will have limitations on scheduling; students may not be guaranteed every course they are currently scheduled for.

- Given these limitations, other resources and platforms like ELOs and VLACS may be utilized in working with families to create more individualized approaches to meeting competencies.

- Appropriate content, programming, and services would be in place to meet the needs of student and family social-emotional needs.

Bean, Jenny. (July 28, 2020). Retrieved from: https://www.facebook.com/618428732/videos/10157511181298733/

Model 4 — Enriched Virtual Learning for All Students

1. In this model, 100% of students would participate in enriched virtual learning.

   a. Elementary (grades K-5) students would be placed in fully remote classes, with a curriculum that aligns to that provided to students in the in-person learning model, as well as asynchronous activities.

   b. Middle School students in grades 5/6-8 would be placed on remote teams which emphasize integration and collaboration. They will begin their day with a synchronous learning experience that starts at 8:00 a.m. Asynchronous activities will also be made available to all students in this model.

   c. High School (9-12) students will be provided with a synchronous learning experience that emulates a school day. That said, the sample schedule provided emphasizes lengthened class times and an A/B approach meant to emphasize independent and project based learning. Asynchronous activities will be made available to all students in this model.

2. Breakfast and lunch (pick up and delivery) would be available for families.

3. Appropriate content, programming, and services would be in place to meet the needs of student and family social-emotional needs.

Factors to Consider

- An increased focus on the social/emotional needs of our students would be necessary.

- Health concerns for some students and staff would be alleviated.

- Student learning may be impacted due to the student's grade level, support at home, and social/emotional needs.

- Consideration of the "lessons learned" from Crisis Remote Learning would certainly lead to improvements in our programming.

Other Virtual Learning Considerations

Lessons Learned: Crisis Remote Learning

- The importance of a set schedule for learning with an emphasis on synchronous learning.

- The integration of unified arts (including art, music and physical education), specialists, and special education staff into online teaching communities.

- The necessity of rigorous systems for student accountability, including daily attendance and set requirements for work completion need to be implemented with fidelity.

- The provision of communication expectations between parents and teachers need to be articulated and a regular feature of remote instruction.

- The importance of processes for physical transfer of materials, including manipulatives, books and other learning materials.

- The support of a consolidated group of platforms for remote learning (i.e. Google Classroom, SeeSaw, Zoom). Outside platforms, if used, should be integrated into these established platforms.

- The opening of physical buildings for teacher access. Teacher tasks during this time may include recording lessons or labs, preparing materials for pick up/ drop off, progress monitoring & communication.

Characteristics of Enriched Virtual Learning

- Buildings are open; teachers are able to schedule small group work sessions, labs, and activities for students.

- Includes a set virtual schedule for learning with regular attendance and check-ins with teachers.

- May include building-based meetings of academic clubs and other activities.

- Ensures all students access to their full course load and scheduled teachers.

- Allows for the scheduled pickup of materials (i.e. books, manipulatives, etc.)

- Allows assessments (i.e. local, DIBELS, F&P, SAS) to be coordinated within small groups, with face to face teachers/ Title I supports.

- Allows for interventions with at-risk, IEP, or struggling students to be scheduled flexibly.

- May include ELOs/ independent studies, a virtual internship, job, or community service role.

- Permits flexibility in cohort size and restrictions based on evolving health guidance.

Sample Virtual Schedules

Elementary (1-5)

Time	Schedule
8:15-8:30	Synchronous Whole Class: Morning meeting
8:30-8:45	Break/ Teacher Office Hours
8:45-9:00	Live or recorded Whole Class: Reading Lesson
9:00-9:30	Small group/one-on-one targeted instruction (5-7 min each)
9:30-10:00	Snack/Break: Teacher Office House
10:00-10:15	LIve or recorded Whole Class: Writing Lesson
10:15-10:45	Small group/one-on-one targeted instruction (5-7 min each)
10:45-11:00	Break/ Teacher Office House
11:00-11:15	Live or Recorded Whole Class: Phonics Lesson
11:15-11:45	Small group/one-on-one targeted instruction (5-7 min each)
11:45-12:45	Lunch/Physical Activity Teacher Office Hours-30 min
12:45-1:00	Live or recorded Whole Class: Math Lesson
1:00-1:30	Small group/one-on-one targeted instruction (5-7 min each)
1:30-2:00	Live or recorded Whole Class: Social Studies Lesson
2:00-2:15	Synchronous: Whole Class: Closing Meeting With Read Aloud
2:15-2:45	Integrated Arts

PreK - K (Half Day)

Time	Schedule
8:15-8:35	Synchronous Whole Class: Morning meeting
8:35-8:50	Synchronous Whole Class:Gross motor/Movement activity
8:50-9:10	Synchronous Whole Class: Reading activity. Assign an optional asynchronous reading extension activity.
9:10-9:25	Off line break
9:25-9:40	Synchronous Whole Class: Group snack
9:40-10:00	Synchronous Whole Class: science/craft activity. Assign an optional asynchronous science/craft extension activity.
10:00-10:15	Synchronous Whole Class: Meeting time
10:15-10:45	Office Hours

Sample Virtual Schedules

Middle School

Time	Schedule
8:00-8:20	Morning Meeting
8:20-9:50	Class 1
9:50-10:00	Break/ Snack
10:00-11:30	Class 2
11:30-12:00	Lunch
12:00-1:30	Class 3
1:30-3:00	RTI/ Unified Arts

Teaching synchronously online can reflect similar teaching practices as face-to face instruction:

- Delivery of content (i.e. PPT, Lecture)
- Lab demonstration/ take home labs
- Class discussions in large groups and small groups.
- Individual instruction
- Small group instruction
- Group projects/ collaborative documents.
- Traditional written assignments

Sample Virtual Schedules

High School

Block	Start Time	End Time
1/3	8:00 AM	9:15 AM
Warrior Block	9:25 AM	9:55 AM
2/4	10:05 AM	11:20 AM
Break	11:25 AM	11:55 PM
5/6	12:00 AM	1:15 PM
Office Hours/Scheduled Face to Face Instruction	1:25 PM	2:25 PM

- Start time is 8:00 a.m.
- Daily schedule allows for SST students to attend SST classes.
- Classes are 75 minutes in length; 10 minutes between classes.
- Warrior block available for students to receive additional support as needed. Also a potential time for students to connect to teachers to complete incompletes from virtual learning during trimester 3 in the 2019-2020 school year.
- Office hours can be used for virtual and in-person instruction.
- The current suggestion is to keep a small group in-person outside of the scheduled virtual learning time.

Attendance & Grading

- Students will be expected to join into synchronous learning opportunities as scheduled. If a student does not attend the Morning Meeting or Advisory, parents/guardians will be contacted to determine whether the student is absent.

- As during a typical school year, parents/guardians are encouraged to contact their administrator if their child will be absent from learning activities.

- Students will be graded on their progress towards, and mastery of, learning standards. Students in grades PK-12 will receive the same trimester report cards as they traditionally have received.

- High school students may work with their advisor to determine the appropriate learning standards upon which they will be evaluated.

Accountability

Teacher Responsibilities

- Provide a daily learning schedule.

- Post a daily agenda on Google Classroom for each class.

- Host daily live video sessions to deliver instruction and/or activities.

- Update grades on PowerSchool.

- Maintain communication through email or by phone.

- Encourage a positive learning environment.

- Create assignments and assessments that follow state standards & competencies.

Accountability

Student & Parent Responsibilities

During virtual Learning, the student will:

- Follow the daily school schedule.
- Check-in to the daily agenda on Google Classroom for each class.
- Attend daily live video sessions to receive instruction and/or engage in activities.
- Check grades on PowerSchool regularly.
- Check school email at the start and end of the school day.
- Contribute to a positive learning environment.
- Complete assignments and assessments that demonstrate proficiency in state standards and competencies.
- Communicate with teachers if flexibility is needed, and self-advocate for support.

Phased Transition Into Buildings

- Adopted school calendar allowing for increased teacher PD (virtual instruction, SEL, PowerSchool, etc.)

- Orientation meetings for small groups and classes, potentially by grades at WHS. These may be scheduled outdoors.

- Student orientation topics will include:
  - Technology skills overview (How do I use the tools and apps needed for virtual learning?)
  - Digital citizenship lessons (how do I engage safely and responsibly in online learning?)
  - Strategies for virtual learning success (this includes organizational skills, what to do when there's a problem, monitoring and mitigating distractions, etc.
  - Optional outdoor, distanced back-to-school meet and greets with teachers and learning cohort.

- In buildings where we have recommended starting the year in remote instruction, we can augment as a full return to face to face instruction becomes safer for students and staff.
  - Regular reassessment of guidelines & safety (bi-weekly).
  - Increasing the size of face-to-face cohorts, or time spent in the building (i.e. full scheduled day).
  - Transitioning from virtual to traditional schedule to account for lunch, passing times, etc.

Considerations for all Reopening Models

Equity: Technology & Meal Distribution

Technology
- Wifi - Cellular hotspots, identify open WiFi locations
- Devices - 1:1 in grades 4-12
- Support - Resources and tutorials for teachers, students and parents, email & phone support

Meals
- In-person:
  - Schools will provide online pre-ordering for grab and go meal options to streamline logistics.
  - Students will eat in classrooms; however, there is a possibility of using the cafeteria if buildings can meet social distancing guidelines and the requirement of 50 people in a space.
  - Schools will need to arrange for staffing the lunch in the classrooms, and account for additional trash disposal and post-meal cleaning.

- Pick-up and Delivery:
  - Meal pickup locations will be available at each school for students learning virtually.
  - Transportation of meals will be available for families opting for delivery.

Wellness: SEL Critical Practices for Reopening

Cultivate relationships, build partnerships, and plan for SEL

Create building-level teams to focus on social-emotional supports for students and staff

Opportunities for adults to connect, heal, and build capacity to support students.

Embedded professional learning communities with a focus on social-emotional

Safe, supportive, and equitable learning environments that promote all students' social-emotional development.

Teams will identify and nurture multi-tiered systems of support for student SEL

Use data to share power, deepen relationships, and continue to improve support for students, families, and staff.

Special Education

- Specialized Instruction and Services (Educational Associate support, speech/language, occupational therapy, physical therapy, counseling, behavioral support) will be coordinated for in-person small groups during Enriched Virtual Learning and Remote Learning Academy.

- Related Services will be individualized outside of the classroom in the in-person model.

- Specialized Transportation will be provided for all students attending special education small group instruction in buildings.

- Special Education Meetings will be held virtually to the maximum extent possible.

- Evaluations will continue to be held in-person using table-top plexiglass dividers.

Athletics

- The NHIAA has delayed the start of the fall sports season until *Tuesday, September 8th.*
- They have indicated that it is up to each participating school as to whether they will participate in each sport offered. They are also issuing return to play guidelines for each sport that make recommendations on face coverings, pre-workout screening, entrance and exit strategies, travel, locker room and athletic training areas, athletic equipment and the number of spectators who can attend NHIAA athletic events (50% of the facility for indoor events).
- We are actively engaged with Superintendents and Principals in other Division 1 and Southeastern New Hampshire schools with respect to their decision making regarding these fall sports. We will make recommendations to the Winnacunnet School Board when and if it becomes appropriate and necessary.
- Given the issues with transportation and maintaining cohorts, we are recommending the cancellation of middle school sports for the fall season.

Transportation

There are no easy answers for transportation during a pandemic when social distancing is necessary.

- **Based on community surveys, we do anticipate a lower demand for district transportation.**

- A full audit needs to be completed with respect to bus routes and numbers.

- We have been in active discussions with our provider about assigning seats on school busses, as well as a protocol for cleaning.

  - First Student's Return to School plan summary.

  - Letter from First Student

  - Comprehensive plan for starting the year, cleaning protocol, and maintaining safe transportation: First Student Start Safe Plan.

Recommended Models of Instruction (as of 8.5.2020)

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

Lincoln Akerman School (Hampton Falls)
- In-School Learning (grades k-8), possibly with an abbreviated student day
- Remote Learning Academy

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

Seabrook Middle School
- Enriched Virtual Learning

Winnacunnet High School
- Enriched Virtual Learning

Questions/Comments
from SAU 21 Joint School Board Members

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