

# ORCSD All-In Model

School Board Workshop

March 31, 2021

7:00 PM

ORHS Auditorium

# All-In Goals

1. **SEL/Mental Health.** Many parents and staff have discussed the mental health needs of students who have been isolated from their peers and from school, many for over a year. Having the students in school will provide staff access to the students to assess and begin interventions as needed.
2. **Socialization.** Children have been isolated from their peers at school. Although athletics and clubs opened at the middle and high schools, 'normal' interactions and 'play' have been impacted significantly. It is important to note that social distancing and health protocols will still be in place, so school will still not be the same as pre-COVID times, but children will be provided more opportunity to socialize than has been offered throughout the pandemic.
3. **Academic Assessment.** There are concerns regarding the academic progress of our students. Having the children in session will allow teachers to use formal (STAR) and informal assessments (Formative in-class) to determine how our students are doing. This will allow the staff to plan more effectively for the fall. This needs to be done for those doing well, those struggling (MTSS) and for those identified.

# All-In Goals continued

- 4. More time to teach.** We lost valuable teaching time with our students. We cannot ‘cram’ in or accelerate learning in six weeks, nor should we. We can reinforce prior learning and solidify it as well as introduce new concepts more thoroughly. It will take far more time and careful planning to make-up for lost learning but increased instructional time over the final weeks of school will benefit all students.
- 5. Acclimatization.** Students need to relearn school. As an example, we only have one grade at the high school that has experienced a traditional full school year. Many families, due to legitimate COVID concerns, have chosen a remote only model since March 2020. School is more than a classroom or a building, it is a community. Students have had many options for ‘school’ over the past year. We need to begin transitioning students back into school to increase their comfort and confidence.
- 6. Preparation.** Should the Governor issue another Executive order mandating an all-in model. We were not prepared at the middle school level for the Executive Order that was issued, and it really hurt our remote students, who lost 2-3 days contact time with our teachers.

# All-In Survey Results

The district put together a non-binding informal interest survey asking parents of their interest in an 'All-In' model.

As has been the case throughout this school year, parents were quick to respond. The results are noted below.

SCHOOLS	% RETURN RATE	% ALL-IN	% REMOTE
Moharimet	93%	80%	20%
Mast Way	94%	88.5%	11.5%
ORMS	92%	89%	11%
ORHS	78%	77%	23%

# Wednesday – 5 Day Option – K-12

## Keep Re-Learning Wednesday

### Equity

- Targeted Learners
- Student Services
- Positive Remote Learners
- Consistency ~ less rescheduling of student services
- Availability of teachers to support IEP
- SEL Programming
- Transition Planning

## Do Not Keep Re-Learning Wednesday

- Family schedules
- Predictable pattern for students
- More class time for all in-person learners
- Negative impact on remote learners
- Another big change for 7 Wednesdays
- Adds instructional time

# Elementary Full-Day Model



## Learning Goals

- Reintroducing full day
  - 14 -24 students in classroom vs. 6 – 12
  - Walking and being and functioning in school buildings
  - Lunch / Recess
- SEL
  - Hybrid and Remote transitions
  - Full – Student School Dynamics
- Academics
  - Reconfigured Sequences for Content Areas
  - Most work in school

## Logistics

- 3 ft distancing in classrooms
- 6 ft distancing for eating – snack and lunch
  - Outside when possible
  - Cafeteria & Gym when needed
- Masks except for eating; water breaks in class away from desks

# Class Arrangements

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## Current Model:

Separate Hybrid and Remote Classroom Teachers

## New Model:

- Based on survey results, some remote teachers will become In-Person teachers
- Each grade at each school is different based on family choice for In-Person or Remote

## Issues to Consider

- Based on interest in In-Person some classes could be at 24
- MOH 550 sq. ft and MW 900 sq. ft have different sized classrooms
  - 24 individual desks at 3ft spacing is crowded with no space to move
  - Kindergarten students need to move – play, small group, rug
- Some classes can be combined (AM + PM) and some classes should be reorganized to equate space and positively impact learning opportunities
  - 24, 24, 15 vs. 21, 21, 21 - removal of 3 desks creates additional row of for movement
  - Will ask for hybrid volunteers to move and families who were remote in the fall



# Moving Hybrid Students



## Why Might Current Hybrid Students Change In-Person Teachers?

- **Academics**
  - 24 students vs. 20 students
    - Currently hybrid students have a teacher:student ratio of 1:10 (approx.)
    - 1:24 changes attention, 1:1 and small group instruction
    - Smaller classes increase individual student attention
- **Classroom Space**
  - 24 individual desks at 3ft in a Moharimet classroom leaves little space
    - Movement
    - Room for additional adults
    - Students stay immobile in the classroom for a full day
    - Remove furniture that limits student access to materials

## How Will We Move Students?

- Ask for volunteers
- Students who already have had a remote teacher



# Example of Classroom



24 individual  
desks  
3 ft spacing

# Changing Remote Population

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## Mast Way

Highest: 112  
Current: 103  
May 3: 65\*

## Moharimet

Highest: 105  
Current: 91  
May 3: 35\*

\*approximate numbers based on interest survey

# Kindergarten



## Current

### Hybrid

MOH: 2 (14, 18)

MW: 2 (18,17)

### Remote

1 (16)

1 (19)

## Full-Day

### Hybrid

MOH: 2 (19, 18)

MW: 2 (20, 21)

### Remote

1 (11)

1 (15)

# First Grade



## Current

### Hybrid

MOH: 2 (19, 19)  
MW: 3 (15, 15, 15)

### Remote

1 (16)  
1 (17)

## Full-Day

### Hybrid

MOH: 3 (19, 19, 14)  
MW: 3 (20, 20, 21)

### Remote

0 (2 to MW)  
1 (20, 18 MW + 2 MOH)



# Second Grade



## Current

### Hybrid

MOH: 2 (16, 18)  
MW: 2 (20, 21)

### Remote

1 (15)  
1 (17)

## Full-Day

### Hybrid

MOH: 2 (22, 22)  
MW: 3 (18, 19, 19)

### Remote

1 (5 MOH + 8 MW = 13)  
0 (8 to MOH)

# Third Grade



## Current

### Hybrid

MOH: 2 (23, 24)  
MW: 3 (18, 17, 18)

### Remote

1 (19)  
2 (13, 16)

## Full-Day

### Hybrid

MOH: 3 (20,20,20)  
MW: 4 (15, 15, 16, 16)

### Remote

0 (6 to 3/4 Class at MOH)  
1 (19)

# Fourth Grade



## Current

### Hybrid

MOH: 2 (24, 24)  
MW: 3 (18, 18, 19)

### Remote

2 (11,13)  
1 (19)

## Full-Day

### Hybrid

MOH: 3 (23, 23, 22)  
MW: 3 (20, 21, 21)

### Remote

1 Mixed 3/4 Class (9-14 total)  
1 (19)





## ORMS

# Potential Full All-In Model

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- Plans being made and discussed for a potential all-in opening in May will be similar, if not the same, for when we come back to school in the Fall.
- Remote student UA during Bobcat (1-2 days per week)
- Music will continue to be remote. Discussing schedule options with music chair Jarika Olberg. Will continue to be during Bobcat (1 day/wk). NO singing or instruments due to CDC guidelines. This will be a significant change due to students being in the building every day.
- Remote student Bobcat (1-2 days/week).



# ORMS Potential All-In Model continued

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- World Language – In-person or remote? If in-person where? Current WL rooms, core classrooms on team, or 3<sup>rd</sup> floor.
- Due to class space, we are planning to move third floor grade 5 to current world language classrooms.
- Lunch - 6 feet, tent space arriving 3/31. If significant rain, there will be no outdoor recess, lunch schedules would need to be modified for the day.
- We have appropriate staff coverage for remote teachers. We can handle two unexpected absences a day with substitute coverage.

## Current Wednesday Model

Students are identified through MTSS process to attend on Wednesdays. Students are also identified by teachers, counselors, administration, and by parent requests.

AM Grade 5 & 6 approximately 120 Students.

PM Grade 7 & 8 approximately 120 Students.

Projected Remote Learners	Totals			
5 <sup>th</sup> Grade	4	1	3	4
6 <sup>th</sup> Grade	5		5	
7 <sup>th</sup> Grade	5		10	
8 <sup>th</sup> Grade	9		11	



**ORHS**

# Full All-In Model Considerations

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- **Transition Planning for Wellness**

**Minimize quick, drastic changes** – *high school has had 3 schedules with 4 different models in 7 months, adjusting instruction and curriculum appropriately*

**Consistency and Predictability is Important**

**Faculty and Student Excited, Nervous Energy to Return**

**Measured increase of students** discussed by Task Force, increasing numbers the first week and then begin 100% May 10th

- Building Management & Movement
- Safety Guidelines clearly articulated and reviewed
- Work through any stress and worries that people have together

- **Area Schools returning to full in**

- Regionally: Somersworth, Dover, Exeter, and Newmarket
- State: Winnacunnet, Bedford HS, Concord, Manchester, Pinkerton Academy, John Stark, Milton HS, etc.
- \*Rochester and Coe Brown in person since August

## EQUITY & CONCURRENT TEACHING

### **Concern around equity for remote students**

Concurrent teaching is often slower in pacing, takes longer to plan as well as challenging to monitor student progress and to ensure equity

# Schedules

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- Goal is to have minimal change
- Cannot cohort due to population density and movement of people
- New schedule with four lunches
- New start and end time 8am-2:40pm due to bussing
- Classroom moves due to size, location and time of day
- Continue with current Blue/White (M/T, R/F) rotation for consistency
- CTE, Service Providers, and Specialized Services

# Building Management and Movement

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Increase and improve signage



Inform Students: Video tutorial for accessing the building (ORTV-revise if needed for potential new model )



Utilize Advisory for review of materials and resources



Create adequate lunch spaces to accommodate all in person students

**Cafeteria**

**MPR**

**Courtyard**

# SEL/Mental Health

Trauma Sensitive Return to All-In school

How do we make students and staff feel safe, welcomed, heard and supported?

- Focus on community building and connection
- Focus on hope and resilience: The impact is individualized
- Consistency and Predictability is Important: Avoid quick, drastic changes
- Safety Guidelines clearly articulated and reviewed: Need for reassurance

We all have experienced a crisis, but only some of our students have experienced trauma.

- Talking through concerns and addressing needs: Give students and staff a voice
- Tier 1: “Name it to tame it.” Work through any stress and worries that people have together. Open Circle, advisory, teacher observation, class meetings, SEL curriculum
- Identify at risk students and provide intervention: MTSS
- Tier 2/3: staff, student and Parent referrals



# Priorities for Special Education and Other Targeted Learners

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- Minimize disruption to any new schedules.
- No changes in case manager.
- Continue with same service provider unless decision is student-centered (change based on what is best for the student and their programming).
- Continue with instruction and support as required by plan or as needed for in-person instruction and remote instruction.
- Continue to use Wednesdays for instruction, relearning and assessment, and additional academic and social and emotional support for students as needed; plan meetings so student instruction is not interrupted (please note that we have an increase in 1:1 instruction because of varying schedules and meeting the needs of students in-person and remote).

# Transportation Data

## Bus Ridership

K - 4 ~ 9:05 AM - 3:35 PM

5 - 12 ~ 8:00 AM - 2:40 PM

Based on survey responses

Bus Run	%	#	Riders per Bus
K - 4	74	423	26 - 27
5 - 8	52	311	29 -30* *combined MS/HS
9 - 12	19	159	

# Current CDC Guidance for Schools

Assumes universal and correct use of masks, physical distancing wherever possible, handwashing and respiratory etiquette, clean and well-maintained facilities and contact tracing with isolation/quarantine protocol in place and all symptomatic students and staff are sent for diagnostic testing.

- **Low community transmission:** 0-9 new cases per 100k over 7 days (0-1 new cases per day per 100k on average over past 7 days) and < 5% positivity
- **Moderate community transmission:** 10-49 new cases per 100k over 7 days (1-7 new cases per day per 100k on average over past 7 days) and 5-7.9% positivity
- **Substantial community transmission :** 50-99 new cases per 100k over 7 days (7-14 new cases per day per 100k on average over past 7 days) and 8-9.9% positivity
- **High Community transmission:** >100 new cases per 100k over 7 days (>14 new cases per day per 100k on average over past 7 days) and >10% positivity

**Current Strafford County: 32 average daily positives over 7 days/100,000**

**Current New Hampshire: 26.1 average daily positives over 7 days/100,000**

## Risk Tracker - Georgia Tech

The Georgia Tech model can be used to estimate how likely it is that a group of a certain size has at least one COVID-19 positive person in it.

“The risk level is the estimated chance (0-100%) that at least 1 COVID-19 positive individual will be present at an event in a county, given the size of the event.” <https://covid19risk.biosci.gatech.edu/>

Example Group (approx.)	Group Size	% chance of at least 1 case
Half Classroom	10	6.9%
Classroom Cohort	20	13.3%
Elementary school w/staff	360	92.4%
Half of HS with staff	500	97.2%
Full MS with staff	720	99.4%
Full HS with staff	1000	99.9%

Based on active case data from NH DHHS retrieved 29 March 2021 from <https://www.nh.gov/covid19/>

### Current Active Cases by Town as of 3/29

Durham: 104

Lee : 5

Madbury: 2

Barrington: 12

Dover: 69

UNH: 98

### Current Active Cases by Schools as of 3/29

Mast Way has 0 positive cases and no one in quarantine

Moharimet has 0 positive cases and no one in quarantine

ORMS has 0 positive cases, 3 staff in quarantine and 13 students

ORHS has 1 positive adult case, 2 staff in quarantine and 14 students

134 in isolation {58 on campus}, 264 in quarantine {53 on campus}

## Local Variables

- UNH has a major impact on Strafford County and Durham COVID numbers
- UNH has aggressive surveillance testing and actively isolates/quarantines students and staff who test positive or are exposed
- ORCSD data has been trending down for the last month and is currently at the lowest it has been since last fall.
- As of April 19, all staff will have had the opportunity to be vaccinated.