

**Oyster River Cooperative School District
WORKSHOP MEETING**

July 14, 2020

ORHS – Library*

7:00 PM

I. CALL TO ORDER (7:00 PM)

II. DISCUSSION ITEM:

- Re-Entry Planning – Phase 1

III. ADJOURNMENT:

****Attendance Only by: School Board Members/Superintendent/Asst. Superintendent/Business Administrator/Director of Student Services/4 School Administrators/4 Directors of Operations/K-12 Counseling Director/MW Psychologist/ORHS Nurse/Record Keeper***

The School Board reserves the right to take action on any item on the agenda.

Respectfully submitted,

Superintendent

Oyster River Cooperative School District
SAU #5

Welcome to the School Board meeting. If you wish to be heard by the Board, please note “Public Comment” at the beginning of the agenda (reverse side). During the comment section of the agenda each speaker may have up to three (3) minutes within the time frame allowed. Board Chair may limit time allotment as deemed necessary. Occasionally, the Board may “suspend its rules” to allow visitor participation at the time an issue of specific interest is being addressed. A speaker will not be recognized for a second time on a particular topic.

Visitors should not expect a Board response to their comments or questions under the above since the Board may not have discussed or taken a position on the matter. The Superintendent, without speaking for the Board, may offer clarification as appropriate.

Agendas and background information are available on the district website prior to meetings. Agendas and additional information are generally available at the entrance to the meeting room or distributed at the time the item is introduced for discussion.

The ORCSD School Board will meet in regular session on the first and third Wednesdays of the month with special meetings when necessary. The School Board appreciates your attendance at these meetings and invites your continued interest in its work on behalf of the children and residents of the District.

Oyster River Cooperative School District Members:

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|--------------------|----------------------------|
| • Brian Cisneros | Term on Board: 2018 –2021 |
| • Thomas Newkirk | Term on Board: 2019 - 2022 |
| • Kenneth Rotner | Term on Board: 2019 - 2022 |
| • Denise Day | Term on Board: 2020 - 2023 |
| • Michael Williams | Term on Board: 2020 - 2023 |
| • Allan Howland | Term on Board: 2018 - 2021 |
| • Daniel Klein | Term on Board: 2018 - 2021 |

Information Regarding Nonpublic Session

On occasion, the Board agenda may include (or be adjusted to include) a Nonpublic Session. When a motion is made to do so, it will be done under the provisions of the NH State Law RSA 91-A:3 II, and one or more of the following reasons will be claimed for entering Nonpublic Session:

- a. The dismissal, promotion or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request will be granted.
- b. The hiring of any person as a public employee.
- c. Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting.
- d. Consideration of the acquisition, sale or lease of real property or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- e. Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against the body or agency of any sub-division thereof, or against any member thereof because of his membership in such body or agency, until the claim or litigation has been fully adjudicated or otherwise settled.

Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
1. Wellness	Educational and communication resources	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	
2. Wellness	Health Screening Protocols- Students	Daily questionnaire done at home. If yes to any of those questions the nurse will be called.	Not needed. Parents can call the school nurse with any questions or concerns. Check in with students if needed with parent approval	Daily questionnaire done at home. If yes to any of those questions the nurse will be called.	Only if we asked students to come to school for assessments or periodic meetings if we were totally remote.
3. Wellness	Health Screening Protocols- Staff	same	Not needed	same	
4. Wellness	Health resources/equipment needed- students(e.g., masks, gloves, thermometers)	Would need all the appropriate equipment for staff and students: Ex: <ul style="list-style-type: none"> • Masks • Gloves • Thermometers 	Not needed	Would need all the appropriate equipment for staff and students: EX: <ul style="list-style-type: none"> • Masks • Gloves • Thermometers 	What are protocols for students, and can they provide their own?
5. Wellness	Health resources/equipment needed- staff (e.g., masks, gloves, thermometers)	above		above	

6. Wellness	Health Education (Preventative Measures, Healthy Hygiene Practices)	Health education will take place for staff prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. Staff will also attend a before school workshop with their school nurse. This will be mandatory and will require a signed document that relays it was viewed and they understand.	Continued communications with health education and communications	Health education will take place for staff prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. Staff will also attend a before school workshop with their school nurse. This will be mandatory and will require a signed document that relays it was viewed and they understand.	
7. Wellness	Health Policy Implementation Issues (e.g., immunizations)	ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district. This will include when a student can safely return to school.		ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district. This will include when a student can safely return to school.	WE BELIEVE IN SCIENCE
8. Wellness	Decision-making as to whether the school setting is psychologically safe (not hardened or anxiety producing based on procedures/restriction)	District level discussion with input from Mental Health staff	District level discussion with input from Mental Health staff	District level discussion with input from Mental Health staff	Discussion that opening school or bring students in should not be ‘at all costs’; there is a psychological cost to bringing student back to environment that is restrictive/anxiety producing

9. Wellness	Bring closure to students from remote/last year	<p>One of the first student days have students return to their 2019/20 class and have a share, do an activity, debrief about the school year</p> <p>Provide opportunities for open house style meeting of small groups to put closure to the year following social distancing guidelines</p> <p>However, some students are ready to move on, some will be “retraumatized” by going back to spring.</p>	<p>One of the first student days have students return to their 2019/20 class and have a share, do an activity, debrief about the school year</p> <p>Provide opportunities for open house style meeting of small groups to put closure to the year following social distancing guidelines</p> <p>However, some students are ready to move on, some will be “retraumatized” by going back to spring.</p>	<p>One of the first student days have students return to their 2019/20 class and have a share, do an activity, debrief about the school year</p> <p>Provide opportunities for open house style meeting of small groups to put closure to the year following social distancing guidelines</p> <p>However, some students are ready to move on, some will be “retraumatized” by going back to spring.</p>	<p>While ending remote, suggestions were made that we have a ‘step down’ day where students meet with their class/teacher from this year for closure</p> <p>However, some students are ready to move on, some will be “retraumatized” by going back to spring.</p>
10. Wellness	Debrief staff on remote and close of school year	One of workshop days used for individual building debrief/team building activities possibly offsite for space	One of workshop day used for individual building debrief/team building activities possibly offsite for space	One of workshop days used for individual building debrief/team building activities possibly offsite for space	<p>Look at space, good to have in buildings but need to look at restrictions</p> <p>Small group, rotating stations</p>
11. Wellness	Planning for wellness based opening	Open house prior to start to meet teacher and acclimate to classroom	Open house in small groups prior to school start to meet	Open house in small groups prior to school start to meet teacher	Meetings possible outside if nice

		<p>Possible school-wide or grade level project based on SEL/Connection building over first 2 weeks</p> <p>Possible one-on-one student/parent conference on Teams</p> <p>Use first four days (after Labor Day) for team building, orientation, small groups, individual meetings with families</p>	<p>teacher and get supplies for home</p> <p>Possible school-wide or grade level project based on SEL/Connection building over first 2 weeks</p> <p>Possible one-on-one student/parent conference on Teams</p> <p>Use first four days (after Labor Day) for team building, orientation, small groups, individual meetings with families</p>	<p>and get supplies for home</p> <p>Possible school-wide or grade level project based on SEL/Connection building over first 2 weeks</p> <p>Use first four days (after Labor Day) for team building, orientation, small groups, individual meetings with families</p>	<p>Stations</p> <p>Have parents complete a survey about their student, and then have individual meetings with teacher</p> <p>Use first four days (after Labor Day) for team building, orientation, small groups, individual meetings with families</p>
12. Wellness	Addressing the Trauma experience of students	<p>Staff training around trauma informed school/trauma skilled</p> <p>Individual /small group interventions</p>	<p>Staff training around trauma informed school/trauma skilled</p> <p>Individual /small group intervention</p>	<p>Staff training around trauma informed school/trauma skilled</p> <p>Individual /small group intervention</p>	<p>This lays the ground work for staff to be able to screen and assess risk of students, also for staff to be aware of their own concerns</p>
13. Wellness	Addressing the trauma experience of staff	<p>Staff training around trauma informed school/trauma skilled</p>	<p>Staff training around trauma informed school/trauma skilled</p>	<p>Staff training around trauma informed school/trauma skilled</p>	<p>Allows staff to be aware of their own concerns</p>

		Offer/provide supports	Offer/provide supports	Offer/provide supports	
14. Wellness	Mental Health screening-Students	<p>In person, student observation and interventions, MTSS SEL meeting</p> <p>Use connection screening</p> <p>Assign students to staff</p> <p>Student response to OC lessons/feedback forms</p>	<p>Telehealth; Risk assessment protocol (staff need training)</p> <p>Weekly grade level team meetings/MTSS meetings</p> <p>Use connection screening</p> <p>Assign students to staff</p> <p>Student response to OC lessons/feedback forms</p>	<p>Telehealth; Risk assessment protocol (staff need training)</p> <p>Weekly grade level team meetings/MTSS meetings</p> <p>Use connection screening</p> <p>Assign students to staff</p> <p>Student response to OC lessons/feedback forms</p>	<p>Discussed possibility of generating a connection survey</p> <p>Specific questions for parents regarding students' mental health needs</p>
15. Wellness	Mental Health screening-Staff	<p>Education about outside resources; faculty meetings about self-care</p> <p>Use connection screening</p>	<p>Education about outside resources; weekly check-ins with staff; faculty meetings about self-care</p> <p>Use connection screening</p>	<p>Education about outside resources; weekly check-ins with staff; faculty meetings about self-care</p> <p>Use connection screening</p>	<p>Discussed possibility of generating a connection survey</p>
16. Wellness	Mental Health Supports-Students	<p>Publish community resources in newsletter, frontload with return to traditional setting</p> <p>Open Circle more frequent during beginning</p>	<p>Telehealth; Publish community resources in newsletter; provide remote services</p> <p>Remote version of Open circle live lesson/ and whole class connection activities</p>	<p>Telehealth; Publish community resources in newsletter; provide in person or remote services</p>	<p><u>Considerations for Remote/Hybrid:</u> Confidentiality of students receiving counseling, therapies, related services</p>

		<p>of year, Whole school meetings, whole school SEL initiatives, screen for connections</p> <p>In person interventions with school psych & school counselor</p> <p>Check-ins by connection adult</p>	<p>School counselor and School psychologist recorded lessons</p> <p>Check-ins by connection adult</p>	<p>Hybrid Open Circle lessons/ in school remote (can they be simultaneously streamed with students in school and at home?)</p> <p>School counselor and School psychologist recorded lessons</p> <p>Check-ins by connection adult</p>	<p>Parents may need advisement about creating and maintaining a secure space for therapy</p> <p>Student survey for “connection adults”</p>
17. Wellness	Mental Health Supports-Staff	<p>Education about outside resources; initial and ongoing self-care meetings</p> <p>Personal intervention with specific staff/Admin?</p>	<p>Education about outside resources; initial and ongoing self-care meetings</p> <p>Personal intervention with specific staff/Admin?</p>	<p>Education about outside resources; initial and ongoing self-care meetings</p> <p>Personal intervention with specific staff/Admin?</p>	<p>We did all this and there were staff who struggled, we need to look at an option/process to address individual staff more directly</p> <p><u>Considerations for Remote/Hybrid:</u> Staff with young children at home need considerations and flexibility re: schedule, confidentiality, childcare at home</p>
18. Wellness	Identifying and Monitoring student wellness	MTSS Meetings	MTSS Meetings	MTSS Meetings	Create contact plan for ways staff connect students with support
19. Wellness	Mental Health Supports-Parents	MTSS Meetings	MTSS Meetings	MTSS Meetings	Concerns for parents who have mental health concerns that impact students’ ability to

					access school, curriculum
20. Wellness	Mental health staffing needs	Create general plan for supporting classroom	Create general plan for supporting classroom	Create general plan for supporting classroom	May have staff not available due to home needs/day care
21. Wellness	Addressing/planning for racial/diversity concerns	PD prior to start of school Open Circle/Class Meetings	PD prior to start of school Open Circle/Class Meetings	PD prior to start of school Open Circle/Class Meetings	Concerns with students being teased, targeted for being Asian or other targeted groups or not social distancing based on home beliefs
22. Wellness	Incorporate students in programming/leadership/strengths				<u>Considerations for Remote/Hybrid</u> Peer supports for students – paired up with an older student Create a Flipgrid library for accelerated learners to demonstrate how they solved problems.
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
1. Instruction	Delivery models- age and developmentally appropriate	Whole Class	Outlining protocol for the amount of “live” face to face	One/Two teachers is “remote” teacher to take on planning for remote	*Team teacher time (3 hour chunk) MUST be

	<ul style="list-style-type: none"> - Synchronous learning - Asynchronous learning - small groups, 1:1 - schedule 	<p>Small group intervention groups as needed</p> <p>Tech integrated into lessons</p> <p>New (proposed) schedule to roll out to address MTSS/ block schedule</p> <p>Maintaining social distance in large group</p>	<p>time each grade level would have with students.</p> <p>Discussions about how to balance large group, small group and one-on-one meetings.</p> <p>Use of all staff to support and facilitate learning in small group and one: one “live” sessions.</p> <p>Potentially use the MTSS model to design format and instruction for reading.</p> <p>Set up a remote school wide schedule that includes staff meetings, team meetings, special education meetings etc.. to protect time for live instruction.</p> <p>School wide coordination of classroom meetings with service providers, individualized when possible</p>	<p>lessons and connecting with virtual learners.</p> <p>Set up a remote school wide schedule that includes staff meetings, team meetings, special education meetings etc.. to protect time for live instruction.</p>	<p>allotted time to plan and unify materials, etc.</p> <p>Expectation is child/teacher interactions</p> <p><u>Consider for Hybrid:</u> Kindergarten ½ day to ensure they access school</p> <p>K-3 (?) in buildings across the district while the rest of the grades are remote</p> <p><u>Consider for Remote/Hybrid:</u> Budgeting needs to consider the materials needed for remote learning are different from brick-and-mortar learning. For example, Gr. 4 does not use RAZ-kids in the school, but remotely, it is used more and beneficial to teachers. Need a variety of online tools to enhance learning and increase student engagement.</p>
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<p>2. Instruction</p>	<p>Instructional groups (consistency)</p>	<p>Whole class and small group instruction with adherence for social distancing guidelines</p> <p>Arrange furniture within the classroom to allow for social distancing with numbers of students</p> <p>Use of other building spaces to accommodate social distancing and furniture/spacing needs</p> <p>Consultation with facilities department to manage space/furniture needs</p> <p>Utilize various staff members to facilitate small groups like math groups, accelerated readers, book groups to support and promote social distancing guidelines.</p>	<p>Classroom teachers and interventionists will schedule and maintain regular instructional/remediation groups to target whole class and small group learning opportunities. (See Instruction 7)</p> <p>Potentially use the MTSS model to design format and instruction for reading.</p> <p>How many times to meet for grade level?</p> <p>Utilize various staff members to facilitate small groups like math groups, accelerated readers, book groups</p>	<p>Depending on hybrid model structure, instructional grouping can look different. (e.g., some students in the building M,W,F/ some grades in the building with some remote could change how groupings are scheduled)</p> <p>Utilize various staff members to facilitate small groups like math groups, accelerated readers, book groups</p> <p>Class placement not determined until logistics set in order to create flexible groupings that are most effective based on students' needs</p> <p>Flexible groupings inter/intra grades</p>	<p>Is it more important to have a consistent schedule or to create flexible groupings that would impact the schedule?</p> <p>Schedule could vary a bit week to week depending on groupings.</p> <p>Consider looking into use of other spaces in the building to house small groups and intervention to accommodate social distancing and most current guidelines</p> <p>One day of elective/encore/advisory in remote setting</p>
<p>3. Instruction</p>	<p>Training- Schoology, virtual instruction, TEAMS</p>	<p>Training needed for teachers to prepare for eventuality of remote learning</p>	<p>ADA Compliance, Copyright training, digital citizenship for staff, students, and families</p> <p>Training for UAs on how to integrate their lessons into</p>	<p>ADA Compliance, Copyright training, digital citizenship for staff, students, and families</p>	<p>Need: Parent training on how to virtually connect students "outside of school"</p>

		<p>ADA Compliance, Copyright training, digital citizenship for staff, students, and families</p> <p>Training for UAs on how to integrate their lessons into their classroom lessons, Nearpod</p> <p>Parent PD for various tools and expectations</p> <p>Staff-wide PD to see capabilities of all tools in use</p>	<p>their classroom lessons, Nearpod</p> <p>Parent PD/Training:</p> <ul style="list-style-type: none"> • Various tools and expectations, • Reinforce the importance of assessment being student work (not parent work) • Training re: student schedule • Schoology Parent Portal and school website <p>Staff-wide PD to see capabilities of all tools in use Sora, Razz Kids vs. Freckle, Schoology,</p>	<p>Training for UAs on how to integrate their lessons into their classroom lessons, Nearpod</p> <p>Parent PD for various tools and expectations reinforce the importance of assessment being student work (not parent work)</p> <p>Staff-wide PD to see capabilities of all tools in use</p>	<p>One-page printout of all student usernames and passwords.</p> <p>Training to include: STREAM TEAMS Nearpod Schoology Office 365 Freckle Screencastify (or similar program) Raz-Kids Schoology tools available for assessment</p>
4. Instruction	Courses available or Suspended courses	Middle School/ High School Only n/a	Middle School/ High School Only n/a	Middle School/ High School Only n/a	
5. Instruction	Encore/Specials instruction (e.g., Music, PE, Art, Health, STEM, 21 st Century/Library	<p>Schedule as planned in person UA classes with considerations for social distancing and class size</p> <p>UA teachers may come into the classroom to</p>	Curriculum Map to integrate UA into lessons (i.e., if 4 th grade is studying a topic, could UA integrate their standards into the academic curriculum)	Depending on the hybrid model that is determined, a schedule will need to be crafted for UA.	<p>Consider: One half day per week UA day and use the UA block to allow for teacher planning by team.</p>

		<p>reduce movement of students and contact</p> <p>UA teachers may need to stay in their classrooms and remain remote to reduce contact with multiple students</p> <p>PE and music outside as much as possible when weather permits</p> <p>Library: use of Destiny – digital lending library. Integration of library into classroom units</p>	<p>UA teacher would need to take ownership of creating and delivering this integrated instruction</p> <p>UA needs to be clearly scheduled</p> <p>Live classes should be part of the rotation</p> <p>Use pages in Schoology to directly link Unified Arts classes</p> <p>Links in Teams calendar for live classes</p> <p>Expectations: One lesson per week for each grade level; (e.g., Nearpod, Flipgrid, Schoology etc).</p> <p>Consider: “Live” option / Office Hours where students can pop in, practice “live”, or show work -in a “flipped” model</p> <p>Consider having grade level live meetings</p> <p>Options may look different for k-2 and 3-4.</p> <p>Library books and library as a class needs to be considered in</p>		<p>Connect a UA teacher and paras to at least one classroom for Open Circle</p> <p>How to ensure UA classes are included, integrated, and accessible to students</p> <p>Consider project-based learning and assessments that would integrate the arts</p> <p>Consider block schedule: When UA is scheduled, the students could attend Flipped classes.</p> <p><u>In the building return consideration:</u> change the rotation of UAs to quarterly to reduce contact with numerous students/classes</p> <p>Make 5, 1-hour blocks M-F (Art, P.E., Music, Tech, Health)</p> <p>Consider options for enrichment math/literacy. Other adults who might offer a</p>
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			<p>the remote setting due to shared materials (use of Destiny – digital lending library)</p> <p>LLC at MOH to integrate as appropriate</p> <p>Integration of library with classroom content/units. Librarian could push into class to teach a lesson or share materials.</p> <p>UAs and Tech Integrator to design most appropriate way to use Schoology</p>		<p>topic workshop and kids can choose at least 1 (maybe 2 or 3) live sessions to attend.</p> <p>Consider joining grade level meetings to plan.</p> <p>Library books and library as a class needs to be considered in the remote setting due to shared materials.</p>
6. Instruction	Comprehensive plans for Social-Emotional Learning & supports- Students	<p>Open house for each class in small groups prior to school starting to connect</p> <p>Open Circle Lessons</p> <p>Have UA and additional staff assigned to classes to participate in OC regularly</p> <p>More frequently/daily during first month</p> <p>Add school-wide lessons, additional lessons, integrated lessons</p>	<p>Open house for each class in small groups prior to school starting to connect</p> <p>Scheduled Open Circle Lessons and Connect meetings weekly</p> <p>Grade levels discuss schedule for Open Circle format for remote learning.</p> <p>Have UA and additional staff assigned to classes to participate in OC regularly</p> <p>More frequently/daily during first month</p>	<p>Open house for each class in small groups prior to school starting to connect</p> <p>Open Circle lessons in-person and on-line</p> <p>Possible streaming opportunity for class unity, once a week?</p> <p>Have UA and additional staff assigned to classes to participate in OC regularly</p>	<p>Need:</p> <p>Open Circle virtually</p> <p>Connection groups with adults</p> <p>Floated idea of collecting data around connections with adults in the building</p> <p>Asking students the adults they feel connected to in order to facilitate meetings – advisory groups.</p> <p>Consider:</p>

		<p>Create mini-recess/brain breaks as appropriate</p> <p>Education/webinar/video for parents about OC & SEL lessons/efforts</p>	<p>Add school-wide lessons, additional lessons, integrated lessons</p> <p>Create mini-recess/brain breaks as appropriate</p> <p>Education/webinar/video for parents about OC & SEL lessons/efforts</p>	<p>More frequently/daily during first month</p> <p>Add school-wide lessons, additional lessons, integrated lessons</p> <p>Create mini-recess/brain breaks as appropriate</p> <p>Education/webinar/video for parents about OC & SEL lessons/efforts</p>	<p>Starting the year with meeting teacher to get materials</p> <p>Can we meet in person at least once –outside? or in the building?</p> <p>Use PE teacher as mini-breaks outside throughout the day vs PE class?</p>
7. Instruction	Alignment of instructional expectations	<p>Connection Meetings are connecting remote learners AND in-person students</p> <p>Assign all staff members and teachers to a classroom to join Open Circle as appropriate to support advisory/connect, or open invitation</p> <p>Academic/instruction is typical making allowance for social distancing protocols</p> <p>Opportunities to integrate and explore performance-based instruction and assessment between</p>	<p>Connection Meetings are connecting remote learners AND in-person students</p> <p>Grades need to work together to align schedule and expectations (K is unique)</p> <p>Grade level teams unify and align type of instruction (e.g., live, recorded) Set expectations for synchronous /asynchronous lessons in Math, Reading, Writing, Science/Social Studies</p> <p>Opportunities to integrate and explore performance-based instruction and assessment between writing, science, social studies</p>	<p>Connection Meetings are connecting remote learners AND in-person students.</p> <p>Depending on the hybrid model determined, continuity and alignment will be developed across grade levels</p> <p>Teams unify and align type of instruction (e.g., live, recorded) Set expectations for synchronous /asynchronous lessons in Math, Reading, Writing, Science/Social Studies</p>	<p>Teams may need to form grade-level expectations to unify quantity, type, and format of instruction.</p> <p>Remote/Hybrid: Should teachers divide tasks where one teacher does live lessons for math, others do flipped lessons, etc.</p> <p>Remote/Hybrid: Office hours For ALL staff and for troubleshooting</p> <p>Remote/Hybrid: Create a “duty helpdesk” consider paras</p>

		<p>writing, science, social studies</p>	<p>Standards-based instruction addressing ELA and NGS standards at least quarterly</p> <p>Science instruction can be a blend of live and recorded lessons/use of Mystery Science</p> <p><u>Community:</u> Consider flexing times of day to meet the needs of families</p> <p>Discuss formats so students would connect with classroom teacher or other staff member at least 2 times a day. Discuss consistent schedule and focus of time/instruction.</p> <p>Connect other adults to students on daily/weekly basis to increase “live” face to face time.</p> <p>Assign all staff members and teachers to a classroom to join Open Circle as appropriate to support advisory/connect, or open invitation</p>	<p>Assign all staff members and teachers to a classroom to join Open Circle as appropriate to support advisory/connect, or open invitation</p> <p>Opportunities to integrate and explore performance-based instruction and assessment between writing, science, social studies</p> <p>Standards-based instruction addressing ELA and NGS standards at least quarterly</p> <p>Science instruction can be a blend of live and recorded lessons/use of Mystery Science</p> <p><u>Community:</u> Consider flexing times of day to meet the needs of families</p> <p>Discuss formats so students would connect with classroom teacher</p>	<p>Use various staff members to facilitate book groups or other enrichment activities for above grade level readers/faster learners</p> <p>Expectation for all students= daily face time with staff; however those connections will be different based on student’s profile and need</p>
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				<p>at least 2 times a day. Discuss consistent schedule and focus of time/instruction.</p> <p>Connect other adults to students on daily/weekly basis to increase “live” face to face time.</p> <p>Assign all staff members and teachers to a classroom to join Open Circle</p>	
8. Instruction	Attendance	Attendance is collected by teacher, stored in Powerschool	<p>Schoology can track log ins</p> <p>Teams Meeting log in to whole class meeting</p> <p>Need to track work completion vs. Engagement</p> <p>Remote Plan/Schedule by family</p> <p>Attendance logged in evening vs morning</p> <p>Clear communication for students who just miss the “live” meetings and want to reschedule or make up the time.</p>	<p>When families opt out of in-person school, this creates a hybrid model on a case-by-case basis</p> <p>Students who are learning in-person can opt for remote, but remote students cannot opt for in-person except during specific “transition times” ie. quarterly</p>	<p>What is our expectation? How do we measure attendance or Work completion?</p> <p>With clear expectations and an outlined plan for learning, parents will have advanced knowledge of attendance and participation for their children.</p> <p>As a district we will need to follow up on nonparticipants of remote learning.</p> <p>What do we do with non-participants or</p>

			Look at attendance vs. engagement		<p>those who feel unsafe to return (staff and students)?</p> <p>Communicate lack of participation or work completion with team and admin.</p> <p>Is there a district-wide expectation/protocol that we enter attendance in Powerschool?</p> <p>What resources are available for students who are not connecting/completing work?</p>
9. Instruction	Grading/Determining Progress	<p>Benchmark assessments (F&P)</p> <p>STAR assessment</p> <p>Acadience Reading</p> <p>Midmodule/End of Module Assessment</p> <p>Fundations assessment</p> <p>Teacher-created rubrics, assessments</p> <p>Spelling lists</p>	<p><u>Remote adaptations to administer:</u></p> <ul style="list-style-type: none"> Eureka: Midmodule/End of Module Assessment Fundations assessments Teacher-created rubrics, assessments Spelling lists 	<p>Benchmark assessments (F&P)</p> <p>STAR assessment</p> <p>Acadience Reading</p> <p>Midmodule/End of Module Assessment</p> <p>Fundations assessment</p> <p>Teacher-created rubrics, assessments</p> <p>Spelling lists</p>	<p>Fundations materials are available online</p> <p>For remote/hybrid: Live proctoring of assessment is needed to ensure student work is being accurately reflected (not caregiver)</p> <p>Freckle/STAR Data is connected</p>

			<p><u>Need more major guidance, updates or modifications to administer:</u></p> <ul style="list-style-type: none"> • Benchmark assessments (F&P) • STAR assessment • Acadience Reading <p>Utilize various staff members to administer some teacher-created assessments (live proctoring)</p> <p>Utilize Schoology for assessment – PD needed</p>		<p>STAR Assessment may be administered if considerations for social distancing and</p> <p>Use specific weeks in September to schedule in-person assessments</p>
10. Instruction	Monitoring progress/Checkpoints	<p>Eureka: Exit tickets</p> <p>F&P benchmark assessments</p> <p>Acadience Reading</p> <p>Teacher observation</p> <p>Interventionist data</p>	<p>Literacy: Include Freckle and RAZ-Kids to monitor progress and connection remotely</p> <p>Math: Exit tickets, teacher-created assessments</p> <p>Need to determine frequency (e.g., weekly) for progress monitoring and agreed-upon tools to use</p> <p>Live assessments – reading to teacher to ensure student work is accurately reflected</p>	<p>Literacy: Include Freckle and RAZ-Kids to monitor progress and connection remotely</p> <p>Math: Exit tickets, teacher-created assessments</p> <p>Need to determine frequency (e.g., weekly) for progress monitoring and agreed-upon tools to use</p> <p>Live assessments – reading to teacher to</p>	<p>Could we have the option to complete assessments in person in the building?</p> <p>Schedule in-person assessment times with group of staff members. In person:</p> <ul style="list-style-type: none"> • Star Assessments • Acadience • Benchmarks • Other assessments

				<p>ensure student work is accurately reflected</p> <p>Live: Exit tickets</p> <p>F&P</p> <p>Acadience Reading</p>	<p>Clear grade level expectations for assessment tools and frequency</p>
11. Instruction	Collecting student data	<p>Teacher-created assessments</p> <p>Progress monitoring with Acadience Reading, F&P, Interventionist session data</p>	<p>Pushing assignments through Schoology or other online platforms that collect data</p> <p>Freckle, RAZ-Kids, Nearpod collect and store data</p>	<p>Teacher-created assessments</p> <p>Progress monitoring with Acadience Reading, F&P, Interventionist session data</p> <p>Pushing assignments through Schoology or other online platforms that collect data</p> <p>Freckle, RAZ-Kids, Nearpod collect and store data</p>	<p>PD- Use of Freckle more consistently and specifically</p> <p>Understand how to find available data and send specific assignments to students.</p>
12. Instruction	Analyzing student data	Data is analyzed in grade level and intervention meetings (MTSS data team meetings)	Data collected through online learning is analyzed in remote grade level and intervention meetings (MTSS data team meetings)	Data collected through the hybrid model is analyzed in grade level and intervention meetings (MTSS data team meetings)	Data used may need to be collected from a variety of sources in a remote/hybrid model

			Time reserved for remote meetings to allow for student data analysis / MTSS		
13. Instruction	Establish/Re-establish classroom environment	<p>Using Open Circle to build connections and expectations</p> <p>Employ current guidelines regarding social distancing</p> <ul style="list-style-type: none"> • morning meeting, climate setting, classroom expectations • Growth Mindset work <p>Take time to preview online tools, schedule, expectations that will eventually be in place should we return to remote learning</p> <p>As appropriate, school-wide messages from principal and other staff</p>	<p>Use Open Circle virtually to build community and expectations</p> <p>Set up specific lessons with students about their at-home learning environment. Proactively create a checklist for students to think about when working/learning/conferencing at home. (headphones)</p> <p>Specific expectations and lessons for parents so they can support their child at home.</p> <p>Schedule a safe, socially-distanced way for students to meet new teacher and classmates (e.g., outdoor meeting)</p> <p>Day or half-day orientation where the students can come into the building in small, physically-distanced groups to see the classroom, materials and tools used in remote learning, baseline data collection</p>	<p>Use Open Circle concepts to build community and expectations</p> <p>Depending on model, expectations and environment will be different</p> <p>Day or half-day orientation where the students can come in small groups and see the classroom, materials used, baseline data collection</p> <p>Take time to preview online tools, schedule, expectations that will eventually be in place should we return to remote learning</p> <p>*Could this be scheduled in the days before Labor Day?</p>	<p>Considerations:</p> <ul style="list-style-type: none"> • Desks vs. Tables • Space management <p>Reorganizing existing furniture if new furniture is not an option.</p> <p>Considering the culture of classroom not just the physical space</p> <p>Supply list for families to provide individual supplies</p> <p>District purchasing plan for families for items such as headphones!</p>

			*Could this be scheduled in the days before Labor Day?		
14. Instruction	Curriculum adjustments	<p>Consider vertical team input and assessment data before making any changes or adjustments to curriculum.</p> <p>Project-based learning and assessment could be implemented across subject areas</p>	<p>Consider vertical team input and assessment data before making any changes or adjustments to curriculum.</p> <p>Prioritize key standards in each of the academic areas.</p> <p>Mapping out curriculum focus of topics that can be taught remotely.</p> <p>Project-based learning and assessment could be implemented across subject areas</p>	<p>Consider vertical team input and assessment data before making any changes or adjustments to curriculum.</p> <p>What would be the primary focus/learning cycle in school and what would students work on at home?</p> <p>Project-based learning and assessment could be implemented across subject areas</p>	<p>What is most effectively taught online and in-person for projects?</p> <p>UA curriculum would need to be adjusted if we shifted to a quarterly rotation of Art, PE, Music, Library, etc.</p>
15. Instruction	Identification of students in need of intervention and/or other services	<p>MTSS Meetings</p> <p>IST Meetings</p>	<p>MTSS Meetings</p> <p>IST Meetings</p> <p>Expectations for staff dealing with referrals and/or parent concerns</p>	<p>MTSS Meetings</p> <p>IST Meetings</p> <p>Expectations for staff dealing with referrals and/or parent concerns</p>	<p>In the primary grades, how do we identify students for IEPs if they haven't had adequate instruction time?</p>
16. Instruction	Programs, tools, materials needed	<p>Preview with students: tools and programs used online/remote in the event there is a shift to remote learning</p>	<p>STREAM, program like Screencastify for screen recording, Nearpod, Schoology, Office 365</p>	<p>Fundations materials and implementation need to be shifted and adjusted to online formats</p>	<p>Flexibility with budget to realize materials that we may need in person may differ from materials</p>

		<p>Management and care of manipulatives for math, reading, spelling</p> <p>Use of kits to minimize germ spread in school</p> <p>Program materials, workbooks, notebooks used in school</p>	<p>Fundations materials and implementation shifted to online</p> <p>Manipulatives sent home to students for math, reading, spelling</p> <p>Program materials, workbooks, notebooks used in school sent home</p>	<p>Manipulatives sent home to students for math, reading, spelling</p> <p>Program materials would need to stay in one place (e.g., math journals stay at home)</p>	<p>needed for remote learning</p> <p>Considerations for Remote/Hybrid: Managemnet of lending materials such as library books, classroom library books</p>
17. Instruction	Digital and online learning tools and practices	<p>Main Tools Used: Schoology, TEAMS, STREAM, Nearpod, FlipGrid, BrainPop, ABCya, BrainPop Jr. Raz-Kids, Microsoft WhiteBoard, PadLet (possibly) Mystery Science</p>	<p>Main Tools Used: Schoology, TEAMS, STREAM, Nearpod, FlipGrid, BrainPop, ABCya, BrainPop Jr. Raz-Kids, Microsoft WhiteBoard, PadLet (possibly).Mystery Science</p> <p>Others to follow from tech dept</p>	<p>Main Tools Used: Schoology, TEAMS, STREAM, Nearpod, FlipGrid, BrainPop, ABCya, BrainPop Jr. Raz-Kids, Microsoft WhiteBoard, PadLet (possibly). Mystery Science</p> <p>Others to follow from tech department</p>	<p>PD to deepen understanding of potential of the resources already approved and available to staff and students.</p>
18. Instruction	How to communicate student progress with families	<p>Schoology Parent Portal</p> <p>Powerschool Progress Reports</p> <p>Fall Goal-Setting Conferences may need to be virtual</p>	<p>Consistent expectations regarding how often teachers are in contact with caregivers via email/video conference (weekly email, newsletter, video call)</p> <p>Schoology Parent Portal</p> <p>Progress notes through Power School</p>	<p>Consistent expectations regarding how often teachers are in contact with caregivers via email/video conference (weekly email, newsletter, video call)</p> <p>Schoology Parent Portal</p>	<p>Publishing/presenting students work on regular basis.</p> <p><u>Consider Remote/Hybrid Model:</u> Individual family meetings early in the fall to gather information about student need,</p>

			<p>School website as a resource</p> <p>Virtual Goal-Setting Conferences in fall</p>	<p>Virtual Goal-Setting Conferences in fall</p>	<p>schedule, tech in the home</p> <p>-AND/OR- Survey families to understand tech needs, family support/ dynamics, get to know students</p>
<p>19. Instruction</p>	<p>Assessment of students suspected of disabilities</p>	<p>Testing will occur in-school to reflect CDC guidelines and ensure validity of testing (e.g., 6 ft distance invalidates testing standardization)</p> <p>Need PPE that will support listening, speaking and allow for valid demonstration of skills (shields for articulation or phonemic awareness testing?)</p> <p>Testing in a space with adequate distancing, in line with CDC recommendations.</p> <p>Reports will reflect deviations to recommended testing setting and description of precautions taken.</p> <p>Local assessments and information will drive and</p>	<p>Reports will reflect deviations to recommended testing setting and description of precautions taken.</p> <p>Assessments may be possible in person depending on CDC, and state guidelines.</p> <p>Focus on required assessments related to suspected disability and provide follow-up/ additional testing at a later date.</p>	<p>Reports will reflect deviations to recommended testing setting and description of precautions taken.</p> <p>Assessments may be possible in person depending on CDC, and state guidelines.</p> <p>Need PPE that will support listening, speaking and allow for valid demonstration of skills (shields for articulation or phonemic awareness testing?)</p> <p>Testing in a space with adequate distancing, in line with CDC recommendations.</p>	

		<p>support assessment determinations.</p> <p>Focus on required assessments related to suspected disability.</p>			
20. Instruction	Reassessment of students with disabilities	Same as 19	<p>Local assessments and information will drive and support assessment determinations (re-identification and discharge from SPED only)</p> <p>Same as 19</p>	Same as 19	
21. Instruction	Needed to support students with disabilities	<p>Students who receive direct instruction travel to the service provider to minimize teacher contact/exposure</p> <p>Students who receive in class support from SPED or related services need to be adjusted to take into consideration class size and physical distancing guidelines.</p> <p>SPED services can be provided virtually within the building (e.g., student meets with case manager on Teams after a math</p>	<p>Develop personalized and customizable home schedules for child/family.</p> <p>Use para educators to support practice after classroom instruction (both at school and home).</p> <p>Follow IEP services as closely as possible: Create service plans for any changes.</p> <p>Lessons are provided remotely (recorded, live) then students receive support from SPED or related services</p>	<p>Develop personalized and customizable home schedules for child/family.</p> <p>Use para educators to support practice after classroom instruction (both at school and home).</p> <p>Follow IEP services as closely as possible: Create service plans for any changes.</p> <p>Students who receive direct instruction travel to the service provider</p>	<p>Considerations for Hybrid/Remote: Placement may need to be revisited to align students who receive similar services into one classroom</p> <p>Should we be in school, interventionists who support in class will need consideration re: scheduling and support</p>

		lesson for review and reteaching).		SPED services can be provided virtually within the building (e.g., student meets with case manager on Teams after a math lesson for review and reteaching).	
22. Instruction	Needed to support students with English as a Second Language	Should we be in school, ESOL services provided in class will need consideration to ensure best safety practices for staff and students.	<p>ESOL Teacher will:</p> <p>Collaborate with teachers to provide assistance with ELLs (usually directly through Teams)</p> <p>Support teachers by crafting lessons they could use or reading books they can send to their kids</p> <p>Provide feedback and editing support on writing</p> <p>Provide daily or weekly activities of a variety of nature, i.e. journal entries, vocabulary words, writing assignments, spelling practice, etc.</p> <p>Meet via Teams regularly to read with kids and provide reading support</p> <p>Provide information and support to families when needed</p>	<p>ESOL Teacher will:</p> <p>Collaborate with teachers to provide assistance with ELLs (usually directly through Teams)</p> <p>Support teachers by crafting lessons they could use or reading books they can send to their kids</p> <p>Provide feedback and editing support on writing</p> <p>Provide daily or weekly activities of a variety of nature, i.e. journal entries, vocabulary words, writing assignments, spelling practice, etc.</p>	<p>Would push-in services affect #s within the room?</p> <p>Should we be in school, interventionists who support in class will need consideration re: scheduling and support</p>

			Join live lessons with teacher and then consult with student after the live lesson	Meet via Teams to read with kids and provide reading support Provide information and support to families when needed Join live lessons with teacher and then consult with student after the live lesson	
23. Instruction	Needed to support students who require social/academic intervention	Intervention groups facilitated by specialists, tutors, SPED staff, related services to support: <ul style="list-style-type: none"> • Reading intervention • Math intervention • SPED services • ESOL services • SEL / Social skills group 	Weekly consultation with SPED services providers to plan for upcoming assignments Individual or group sessions with case managers, related service providers for direct instruction Social skills intervention can be conducted 1:1, in consultation with parents, in group Team meetings – relevance is the concern	Weekly consultation with SPED services providers to plan for upcoming assignments Individual or group sessions with case managers, related service providers for direct instruction Social skills intervention can be conducted 1:1, in consultation with parents, in group Team meetings – relevance is the concern	Social Skills therapy while remote?
24. Instruction	Needed support with students with 504 plans	504 Meetings should be held when there is a change of learning environment to ensure access and need for	Consultation with teachers and 504 case manager Individual sessions through Teams for those with direct services	504 Meetings should be held when there is a change of learning environment to ensure access	PD/Consensus on: Modifying assignments for various levels of learners, meeting accommodation needs?

		<p>changes to accommodations</p> <p>504 case manager meets with teachers to ensure structure/organization and presentation of assignment</p>	<p>Modifications to remote assignments on student-by-student basis</p> <p>504 Meetings should be held when there is a change of learning environment to ensure access and need for changes to accommodations</p> <p>504 case manager meets virtually with teachers to ensure structure/organization and presentation of assignment</p>	<p>504 case manager meets virtually with teachers to ensure structure/organization and presentation of assignment and transitions between learning environments</p>	<p>Organizers for families to help structure time and make a routine/schedule?</p>
25. Instruction	Monitoring efficacy of instructional models	<p>Regular meetings with grade-level teams to collaborate on success of learning objectives.</p> <p>Observations of administrators and colleagues</p>	<p>Regular meetings with grade-level teams to collaborate on success of learning objectives.</p> <p>Analysis of MTSS data</p>	<p>Regular meetings with grade-level teams to collaborate on success of learning objectives.</p> <p>Analysis of MTSS data</p>	<p>Considerations for Remote/Hybrid Model: Observation by colleagues and administration</p> <p>PLC / PD to afford teachers the opportunity to share and learn from each other re: methods and lessons provided online (e.g., a group on Teams)</p>
26. Instruction	Extracurricular- clubs	<p>Based on social distancing guidelines and District decisions, after-school clubs will run, if possible. All groups will have to</p>	<p>Weekly remote Student Leadership meetings and activities, possibly later start</p>	<p>Weekly remote Student Leadership meetings and activities, possibly later start</p>	

		comply with district requirements.	All clubs will consider remote options with facilitators of club	All clubs will consider remote options with facilitators of club	
27. Instruction	Extracurriculars- athletics	n/a	n/a	n/a	
28. Instruction	Class of 2021 factors				<u>Considerations for Remote/Hybrid Fourth Grade Celebration Transition between Mast Way and ORMS</u>
					<u>Collaboration Considerations for Remote & Hybrid Learning Models</u> Consider different utilization of paras: helpdesk, Open Circle, etc. Teachers are meeting while there is a large UA block – increases UA integration Will one teacher take on remote teaching while others Collaborative time to work with Unified Arts to integrate the arts into their curriculum

					<p>Meeting schedules need to be redefined:</p> <ul style="list-style-type: none"> • All staff will be assigned to classrooms for Open Circle • Grade-level meetings following MTSS • Still need opportunities to connect as a staff • Teachers need time to plan as a group and individually • 8-9:00 reserved for meetings • Staff meetings in the afternoon
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Facilities	School cleaning, sanitization, and safety schedules and protocols				
Facilities	Visitor protocols (access)				
Facilities	Access points- students, staff, visitors				

Facilities	Materials, resources needed (e.g., wastebaskets, tissues, CDC approved soaps) for classrooms, offices				
Facilities	Protocols for shared equipment (e.g., tech, copiers, phones, intercoms, etc.)				
Facilities	Nursing space and equipment needed for nurse (N95, gowns, etc)	Where is a separate isolation for suspected positive Covid? Do the health offices have the ability to have air purifiers?		Where is a separate isolation for suspected positive Covid? Do the health offices have the ability to have air purifiers?	
Facilities	Materials- custodial staff				
Facilities	Materials- school nutrition staff				
Facilities	Classrooms- creating space				
Facilities	Shared spaces- classrooms				
Facilities	Shared spaces- offices				
Facilities	Shared spaces- workrooms				
Facilities	Common spaces- cafeterias				
Facilities	Common spaces- playgrounds				
Facilities	Common spaces- Lunchrooms				
Facilities	Common spaces- bathrooms				
Facilities	Commons spaces- busses				

Facilities	Commons spaces- hallways, stairwells (transitions thru school)				
Facilities	Common spaces- athletic facilities				
Facilities	Common spaces- gyms				
Facilities	Spaces shared by a variety of students, classes per day (encores K-4, all 5 th thru 12 th)				
Facilities	Requests for Facility Use				
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
School Operations	Staff health assessment- who can and who cannot return?	Survey staff for documented health related conditions that would prevent a return to work.		Survey staff for documented health related conditions that would prevent a return to work.	
School Operations	Sub coverage plan	Explicit health training for subs, concern about significant increase in sub costs		Explicit health training for subs, concerns about significant an increase in sub costs	
School Operations	Communication needed for parents	Share Return to school plan	Share Return to school plan	Share Return to school plan	
School Operations	Communication needed for staff	Share Return to school plan	Share Return to school plan	Share Return to school plan	
School Operations	Master Schedules- academics	Investigate master schedules that work in remote and traditional settings.	Devise master schedule that reflect what we have learned in remote learning.	Devise master schedule that reflect what we have learned in remote learning.	

			Outline expectations for schedule across grade levels. <ul style="list-style-type: none"> • Amount of worktime in each academic area. • Amount of “live” Teams conferencing. • How to integrate UA. 		
School Operations	Master Schedules- arrival/dismissals walkers and parent drop off	Coordinating a schedule that reflects the safe arrival and dismissal of a school day.		Coordinating a schedule that reflects the safe arrival and dismissal of a school day.	
School Operations	Master Schedules- arrival and dismissals school transportation	Investigate staggered arrival and dismissal. Survey parents to determine usage		Investigate staggered arrival and dismissal Survey parents to determine usage	
School Operations	Master Schedules- Lunch, Recess (Students)	Investigate how to provide lunch and reduce numbers in cafeteria and on the playground for recess	Pursue USDA grant and community partnerships to maintain school lunch program.	Investigate how to provide lunch and reduce numbers in cafeteria and on the playground for recess	
School Operations	Master Schedules- Lunch, Planning (Teachers)	Ensure that we meet duty free lunch and planning. Eliminate communal lunch, buffets and potluck.	Ensure that teachers embed planning time into their workday. Master schedule should clearly define the workday.	Ensure that we meet duty free lunch and planning. Eliminate communal lunch, buffets and potluck.	Middle school teams communicate schedule with parents, students and other educators.
School Operations	New instructional staff training	Training needs to be provided in Schoology, Microsoft Teams and other appropriate grade level software.	New staff training needs to start early. Assign mentors early. Training needs to be provided in Schoology, Microsoft Teams and other appropriate grade level software. Requires an	New staff training needs to start early. Assign mentors early. Training needs to be provided in Schoology, Microsoft Teams and other appropriate grade level software. Requires an	

			additional summer day for training.	additional summer day for training.	
School Operations	Safety Training needed for all Instructional Staff	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	Safety training for Custodial Staff	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	School Nutrition Staff Safety training	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	School Transportation Staff Safety Training	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	Building security	Limit access to the building classrooms. Continue to follow NH and town guidelines.	Create a building access protocol for staff to be in the building.	Create a building access protocol for staff to be in the building. Limit access to the building classrooms. Continue to follow NH and town guidelines.	
School Operations	Emergency Operations Response Plans (any changes?)	Update emergency policy and plans to include pandemic plan.	Update emergency policy and plans to include pandemic plan.	Update emergency policy and plans to include pandemic plan.	
School Operations	Student/school handbooks additions	Create hotlink in student handbooks related to pandemics.	Create hotlink in student handbooks related to pandemics.	Create hotlink in student handbooks related to pandemics.	
School Operations	Transportation protocols				
School Operations	Meals for Students (Breakfast and Lunch)				
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Technology	Devices needed- students	1 to 1, grades 5-12	1 to 1 grades 5-12	1 to 1 grades 5-12	
Technology	Other supports needed for families	Parent access to Schoology	Parent access to Schoology	Parent access to Schoology	

			Small % of Internet access issues	Small % of Internet access issues	
Technology	Devices needed- staff	Expand devices to paras	Expand devices to paras and front office staff	Expand devices to paras and front office staff	
Technology	Digital Resources needed	Freckle, ALEKS, Flipgrid, Nearpod, STREAM, Program similar to Screencastify Easier access All digital resources connected to school webpages.	Freckle, ALEKS, Flipgrid, Nearpod, STREAM, Program similar to Screencastify Easier access All digital resources connected to school webpages.	Freckle, ALEKS, Flipgrid Easier access	
Technology	Resources and DPA	TBD	TBD	TBD	
Technology	Use/Training of LMS (Schoology) & Virtual Instruction, Teams	PD needed, Tech integrator planning, video resources, maximizing access to Schoology, software for staff to capture screen and record lessons, PD on STREAM, ADA compliance training for videos	PD needed, Tech integrator planning, video resources, maximizing access to Schoology, software for staff to capture screen and record lessons, PD on STREAM, ADA compliance training for videos	PD needed, Tech integrator planning, video resources maximizing access to Schoology, software for staff to capture screen and record lessons, PD on STREAM, ADA compliance training for videos	
Technology	School and District Website- communication	Consistent Building level communication, bi-weekly building level newsletters, clean up web site, turn off google classroom, focus on web site first then social media	Consistent Building level communication, weekly building level newsletters, clean up web site, turn off google classroom, focus on web site first then social media	Consistent Building level communication, weekly building level newsletters, clean up web site, turn off google classroom, focus on web site first then social media	
Technology	Work order tracking- staff	Help desk system in place	Help desk system in place	Help desk system in place	

Technology	Work order tracking-students/parents	Already in place	Set up work order protocol for students/parents	Set up work order protocol for students/parents	
Technology	Organization and Centralization of resources (online)	Template for Schoology pages in elementary area, set software in use so parents do not have to learn new platforms	One log-in to access all resources Template for Schoology pages in elementary area, set software in use so parents do not have to learn new platforms	One log-in to access all resources Template for Schoology pages in elementary area, set software in use so parents do not have to learn new platforms	
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
School Health Services and Management	Assessment of Individual health risk for those with high-risk factors	Follow CDC Guidelines on safety measures for high risk		Follow CDC guidelines for safety measures for high risk individuals	
School Health Services and Management	Nursing services – expanded model – ability to isolate students who may be COVID-19 symptomatic or may have had exposure	Will need an outline for staff to know who/when to send a student: what are the symptoms of concern? And then will need PPE and a space. Teachers should have spare clothes should they feel they were infected. (elementary issue mostly)		Will need a space Will need an outline for staff to know who/when to send a student: what are the symptoms of concern? And then will need PPE and a space. Teachers should have spare clothes should they feel they were infected. (elementary issue mostly)	
School Health Services and Management	Illness management – enhanced requirements for students and staff to	Follow guidelines for that date//time		Follow guidelines for that date//time	

	be out if presenting with any flagged health considerations				
School Health Services and Management	Plan for illness management, virus exposure, and communication – preventive measures, isolation, contact tracing, notifications	Follow guidelines for that date/time		Follow guidelines for that date/	
School Health Services and Management	Absenteeism tracking and analysis – health screening questions for absent students and staff as well as return to campus protocols to be developed	School will specify requests for detailed reporting of symptoms on the delegated “sick call line”. Designee will be assigned to receive sick calls from staff-detail symptom reporting in place for staff as well. Return to campus protocols to be guided by the State of N.H.			
School Health Services and Management	Planning for possible COVID-19 outbreak or cluster of positive cases	Follow guidelines for that date/		Follow guidelines for that date/	
School Health Services and Management	School Health Office spaces	Addressed above. Need a space for isolation		Addressed above. Need a space for isolation	
School Health Services and Management	Health Screening Protocols- Students	Addressed above. Need a space for isolation		Addressed above. Need a space for isolation	
School Health Services and Management	Health Screening Protocols- Staff	Questionnaire addressed in another section		Questionnaire addressed in another section	

School Health Services and Management	Health resources/equipment needed- students (e.g., masks, gloves, thermometers)	Above in wellness		Above inwellness	
School Health Services and Management	Health resources/equipment needed- staff (e.g., masks, gloves, thermometers)	above		aboave	
School Health Services and Management	Health Education (Preventative Measures, Healthy Hygiene Practices)	Above wellness section		Above wellness section	
School Health Services and Management	Health Policy Implementation Issues (e.g., immunizations)	Lots of district and state policies to change to make our policies in keeping with COVID and to offer extra time for paperwork, physicals, immunizations due to shut down.		Wait for state DHHS guidelines for return to work/school if have had COVID symptoms. This will differ from our 24 hour fever free policy	

Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Wellness	Educational and communication resources	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	
Wellness	Health Screening Protocols- Students	Daily questionnaire done at home. If yes to any of those questions the nurse will be called.	None. Parents can call the school nurse with any questions or concerns. Check in with students if needed with parent approval	Daily questionnaire done at home. If yes to any of those questions the nurse will be called.	
Wellness	Health Screening Protocols- Staff	Daily questionnaire done at home. If yes to any of those questions the nurse will be called.	Available for consultation during school hours	Daily questionnaire done at home. If yes to any of those questions the nurse will be called.	
Wellness	Health resources/equipment needed - students(e.g., masks, gloves, thermometers)	Each school should have 2 touchless thermometers, supply of gloves, and masks. Back up supply of N95 masks for each school. A small supply of face shields for each health office. A small supply of gowns per health office. Wall mounted hand sanitizer outside of each health office. Rolls of paper for each bed in the health	Each school should have 2 touchless thermometers, supply of gloves, and masks. Back up supply of N95 masks for each school. A small supply of face shields for each health office. A small supply of gowns per health office. Wall mounted hand sanitizer outside of each health office. Rolls of paper for each bed in the health office. Need to have	Each school should have 2 touchless thermometers, supply of gloves, and masks. Back up supply of N95 masks for each school. A small supply of face shields for each health office. A small supply of gowns per health office. Wall mounted hand sanitizer outside of each health office. Rolls of paper for each bed in the health office. Need to have pediatric size masks available.	

		office. Need to have pediatric size masks available.	pediatric size masks available. In case we move from remote to returning to the school building.		
Wellness	Health resources/equipment needed- staff (e.g., masks, gloves, thermometers)	Masks and gloves available if needed or forgotten at home.	Masks and gloves made available if needed or forgotten at home. In case we switch from remote and return to school building	Masks and gloves available if needed or forgotten at home	<ul style="list-style-type: none"> • Staff bring in second set of clothing in case of exposure?
Wellness	Teacher/Staff Health Education (Preventative Measures, Healthy Hygiene Practices)	Health education will take place for staff prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. Staff will also attend a before school workshop with their school nurse. This will be mandatory and will require a signed document that relays it was viewed and they understand.	Health education will take place for staff prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. This will be mandatory and will require a signed document that relays it was viewed and they understand.	Health education will take place for staff prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. Staff will also attend a before school workshop with their school nurse. This will be mandatory and will require a signed document that relays it was viewed and they understand.	
Wellness	Student Health Education (Preventative Measures, Healthy Hygiene Practices)	Health education will take place for students prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness.	Health education will take place for students prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness.	Health education will take place for students prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness.	

Wellness	Health Policy Implementation Issues (e.g., immunizations)	ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district. This will include when a student can safely return to school.	For staff who will be working (bus drivers, food service) ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district.	ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district. This will include when a student can safely return to school.	
Wellness	Decision-making as to whether the school setting is psychologically safe (not hardened or anxiety producing based on procedures/restriction)				Discussion that opening school or bring students in should not be 'at all costs'; there is a psychological cost to bringing student back to environment that is restrictive/anxiety producing
Wellness	Bring closure to students from remote/last year	In spring of 2020 all teachers were asked to have a year end virtual closing activity	In spring of 2020 all teachers were asked to have a year end virtual closing activity	In spring of 2020 all teachers were asked to have a year end virtual closing activity	
Wellness	Debrief staff on remote and close of school year	First staff meeting will be to summarize how year ended, lessons learned, and plan for upcoming year	First remote staff meeting will be to summarize how year ended, lessons learned, and plan for upcoming year	First remote and/or live staff meeting will be to summarize how year ended, lessons learned, and plan for upcoming year	
Wellness	Planning for wellness-based opening	Create a wellness checklist of activities and consistent expectations	Create a wellness checklist of activities and consistent	Create a wellness checklist of activities and consistent	First week can be in core classes and

		for the first couple weeks of school	expectations for the first couple weeks of school	expectations for the first couple weeks of school	then second week can be in advisory
Wellness	Addressing the Trauma experience of students	<ul style="list-style-type: none"> • Survey for parents? Prior to start school having parents fill out a “Concerns they would like to share with us” Check box and other option (More discussion needed) • Connecting students with outside therapeutic support • Connecting students and teachers for 1:1 emotional and academic support 	<ul style="list-style-type: none"> • Survey for parents? Prior to start school having parents fill out a “Concerns they would like to share with us” Check box and other option (More discussion needed) • Connecting students with outside therapeutic support • Connecting students and teachers for 1:1 emotional and academic support 	<ul style="list-style-type: none"> • Survey for parents? Prior to start school having parents fill out a “Concerns they would like to share with us” Check box and other option (More discussion needed) • Connecting students with outside therapeutic support • Connecting students and teachers for 1:1 emotional and academic support 	<p>Creation of a school-based Trauma Response Team (Counselor, Nurse, Health Teacher, Regular Ed. Teacher, Admin?)</p> <p>Use information created by teams for Placement Bill with information about how students did with RL in order to create list of students needing proactive supports</p>
Wellness	Addressing the trauma experience of staff (Tier 2/3)	<ul style="list-style-type: none"> • Voluntary Survey • Voluntary Support Group (Counselor and Nurse will be present during each meeting)? How often-weekly, every two weeks, etc. 	<ul style="list-style-type: none"> • Voluntary Survey • Voluntary Support Group (Counselor and Nurse will be present during each meeting)? How often-weekly, every two weeks, etc. • Referral to outside therapeutic resources 	<ul style="list-style-type: none"> • Voluntary Survey • Voluntary Support Group (Counselor and Nurse will be present during each meeting)? How often-weekly, every two weeks, etc. • Referral to outside therapeutic resources 	<p>Staff advisory?</p> <p>Resources for wellness and health through district benefit plan.</p> <p>Teacher mentorship?</p>

		<ul style="list-style-type: none"> Referral to outside therapeutic resources 			
	Addressing Staff Stress (Tier 1)	<p>Communication to staff from counseling department regarding wellness activities, PD, support groups</p> <p>Counselors, school psychologist and nurses will review options and facilitate for staff</p>	<p>Communication to staff from counseling department regarding wellness activities, PD, support groups</p> <p>Counselors, school psychologist and nurses will review options and facilitate for staff</p>	<p>Communication to staff from counseling department regarding wellness activities, PD, support groups</p> <p>Counselors, school psychologist and nurses will review options and facilitate for staff</p>	<p>Weekly discussion groups</p> <p>Small groups 4-5 people</p> <p>Optional discussion groups</p> <p>PLCs</p> <p>Teacher mentorship?</p>
Wellness	Mental Health Screening-Students	Publish community resources in newsletter, frontload with return to traditional setting	Telehealth; Publish community resources in newsletter; provide remote services	Telehealth; Publish community resources in newsletter; provide in person or remote services	
Wellness	Mental Health Screening-Staff	Education about outside resources; faculty meetings about self-care	Education about outside resources; weekly check-ins with staff; faculty meetings about self-care	Education about outside resources; weekly check-ins with staff; faculty meetings about self-care	
Wellness	Mental Health Supports-Students	Publish community resources in newsletter,	Telehealth; Publish community resources in	Telehealth; Publish community resources in newsletter; provide in person or remote services	

		frontload with return to traditional setting	newsletter; provide remote services		
Wellness	Mental Health Supports-Staff	Education about outside resources; initial and ongoing self-care meetings	Education about outside resources; initial and ongoing self-care meetings	Education about outside resources; initial and ongoing self-care meetings	
Wellness	Identifying and Monitoring student wellness	Daily attendance and notification to counseling department with concerns regarding wellness. Counseling in class instruction	Daily attendance and notification to counseling department with concerns regarding wellness. Counseling in class instruction (remote)	Daily attendance and notification to counseling department with concerns regarding wellness. Counseling in class instruction (remote and/or in person)	
Wellness	Mental Health Supports-Parents	Mental wellness newsletter	Mental wellness newsletter	Mental wellness newsletter	-Question and answer forum – through district-wide wellness committee? -Q&A in weekly update to help parents navigate challenges
Wellness	Mental health staffing needs				See above. Opportunity for support group with nurse and counselor
Wellness	Addressing/planning for racial/diversity concerns	District-wide initiative	District-wide initiative	District-wide initiative	<i>How to Be an Antiracist</i> – district or school-wide read? Teacher PLC?

Wellness	Incorporate students in programming/leadership/strengths				Student leadership club – Student council?
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Instruction	<p>Delivery models- age and developmentally appropriate</p> <ul style="list-style-type: none"> - Synchronous learning - Asynchronous learning - small groups, 1:1 - schedule 	<p>Consistent Schedule w/ remote & hybrid approach</p> <ul style="list-style-type: none"> -All students attend 5 days per week -Core classes: in person sessions 45 minutes- 1 hr 2 times per week each subject -Bobcat daily -Include UA 	<p>-Consistent Schedule w/ remote & hybrid approach</p> <ul style="list-style-type: none"> -All students remote -Core classes: video sessions not longer than 30 minutes, 2 times per week -Students have no more than 2 core classes a day, with one other class and- Bobcat daily -Office hours /help sessions -Include UA 	<p>-Consistent Schedule w/ remote & hybrid approach</p> <ul style="list-style-type: none"> -Students attend 2 days per week in school, 3 days remote -Teachers 4 days per week in school -Core classes: 2 days per week: half students in person/half remote -Students have no more than 2 core classes a day, Bobcat, and one other class -Include UA 	<p>Goals: increase teacher/student time, decrease subjects per day for students</p> <p>Academic blocks for core classes</p> <p>Have to be in school wide schedule: Advisory/Bobcat (9:00-9:45) Team time (8:15-9:00) Include UA</p> <p>Need flexibility for teacher/student schedules</p>
Instruction	Instructional groups (consistency)	-Groups of 10-12, 8 groups total per team	Students meet in same instructional groups (half to full size) twice per week for each subject	Students meet in same instructional groups twice per week for each subject	Still create sections on Team for rotation purposes. It'll help with the transition to traditional as well.

					Instead of 4 groups, 8 per team.
Instruction	Training- schoology, virtual instruction, TEAMS	In person training for staff/students	Teams app on each student computer PD needed- Schoology & Teams (summer or TW days)	Teams app on each student computer PD needed- Schoology & Teams summer or TW days)	Parent training also needed
Instruction	Courses available or Suspended courses	All courses available Integrate music into core classes due to Covid restrictions	All courses available remotely. Integrate music into core classes due to Covid restrictions	All courses available remotely or in person. Integrate music into core classes due to Covid restrictions	District decision?
Instruction	Encore/Specials instruction (e.g., Music, PE, Art, Health, STEM, 21 st Century/Library World Language - MS	UA courses available WL classes Music lesson times	WL will be scheduled UA attached to teams? Office hours	WL will be scheduled UA attached to teams? Office hours	Goal: Increase UA teacher/student interaction -Interest groups or clubs at 2:00? -Attach to teams 5/6 -Utilize all staff to provide social/emotional connection across teams -Admin survey to get input from UA teachers? Optional meeting in summer?
Instruction	Comprehensive plans for Social-Emotional Learning & supports- Students	Advisory/Bobcat included in schedule	Advisory/Bobcat every other day remote	Advisory/Bobcat- every other day Attendance remote & in person	Common time for the whole school.
Instruction	Alignment of instructional expectations	Staff & curriculum meetings on Wednesdays- in person	Staff & curriculum meetings on Wednesdays remote	Staff & curriculum meetings on Wednesdays remote & in person	Offering both asynchronous and synchronous lessons each week. Guidelines given by administration

					regarding workload for students by grade level? Consistency within grade levels
Instruction	Attendance	Each class, Advisory, Bobcat	Each class, Advisory, Bobcat	Each class, Advisory, Bobcat	-Need procedure to track and keep data. -What do we do with this data? -Revisit the form from spring. Use Schoology for attendance? Admin/Staff will need training. -Give parents information regarding attendance guidelines (all students are expected to check in during advisory, etc.)
Instruction	Grading/Determining Progress	Competencies- Assessments All professional staff will use competencies to assess student progress	Competencies- Remote data needed All professional staff will use competencies to assess student progress	Competencies- assessments in person All professional staff will use competencies to assess student progress	PD needed- staff Need clarity on expectations for grading & progress reports
Instruction	Monitoring progress/Checkpoints	Team spreadsheet STAR Assessment	Remote assessments needed Team spreadsheet STAR Assessment?	Team spreadsheet STAR Assessment?	
Instruction	Collecting student data	Team spreadsheet	Team spreadsheet	Team spreadsheet	Work in progress
Instruction	Analyzing student data	MTSS team meetings	MTSS team meetings remote	MTSS team meetings remote or in person	MTSS work needed

Instruction	Establish/Re-establish classroom environment	Following CDC guidelines Coordinated team building activities Meet and greet	Classroom norms & consistent ORMS schedule Student norms: while meeting online; clothes, sitting up, lights on, etc. Virtual meetings with Bill and/or Jay at the beginning of the year to discuss expectations Coordinated team building activities	Classroom & consistent ORMS schedule (remote & in person). Student norms: norms while meeting online; clothes, sitting up, lights on, etc Coordinated team building activities	Get to know students' activities- have students create videos? Sharing schoolwide expectations and help lessons for parents to help facilitate RL
Instruction	Curriculum adjustments	Cover competencies missed during 2019-2020SY Cross over and integrated lessons or projects. Be sensitive and responsive to skill gaps.	Cover competencies missed during 2019-2020 SY. Cross over and integrated lessons or projects. Be sensitive and responsive to skill gaps.	Cover competencies missed during 2019-2020 SY. Cross over and integrated lessons or projects. Be sensitive and responsive to skill gaps.	Health, 21 st Century and Counseling working together to address challenges and stressors related to COVID and RL
Instruction	Identification of students in need of intervention and/or other services	MTSS/Bobcat Time - in person groups	MTSS/Bobcat remote groups & process	MTSS/Bobcat- remote and in person groups & process	MTSS work needed Admin sharing expectations for teams to provide Bobcat groups
Instruction	Programs, tools, materials needed	Programs to allow students to work collaboratively following CDC Guidelines Individual supplies for students (if they can't share materials)	Programs or tools to help students collaborate (elaborated on more in technology section)	Programs or tools to help students collaborate following CDC Guidelines	
Instruction	Digital and online learning tools and practices	Tech bootcamp for students in person	Tech bootcamp for students remotely	Tech bootcamp for students remotely or in person	Built into the first few assignments

		Collaborative programs (Nearpod? Breakout rooms through Teams? Discovery Ed? Swank? Padlet? EdPuzzle?)	Collaborative programs (Nearpod? Breakout rooms through Teams? Discovery Ed? Swank? Padlet? EdPuzzle?)	Collaborative programs (Nearpod? Breakout rooms through Teams? Discovery Ed? Swank? Padlet? EdPuzzle?)	by teachers or in advisory
Instruction	How to communicate student progress with families	Schoology- emails, assignments	Schoology- emails, assignments, videos	Schoology- emails, assignments, videos	Trauma skilled effective communication. Be mindful of potential trauma, stressors as we communicate with parents. - Some type of staff training on this?
Instruction	Assessment of students suspected of disabilities	Can be conducted 1:1 in person	No remote testing- only rating scales, review of records, use current data	Can be conducted 1:1 safely in person with school psychologist's w/ safety measures	Protocol to be followed
Instruction	Reassessment of students with disabilities	Prioritize areas needed for evaluation; can be conducted	No remote testing- only rating scales, review of records, use current data for eligibility	Prioritize areas needed for evaluation; Can be conducted 1:1 w/ safety measures	Protocol to be followed
Instruction	Needed to support students with disabilities	Direct instruction in person with safety measures in 1:1 or small groups	Remote Communication Plans to parents Time to meet with students- Bobcat, WL, DI, organization Close captioned needed?	Communication plans to parents (remote & in person) Time to meet with students- Bobcat, WL DI, organization Close captioned needed?	Small group of students who need in person all week? What are the criteria?
Instruction	Needed to support students with English as a Second Language	Conduct services with safety measures in 1:1 or small groups	Continue services remote	Continue services remote or in person	
Instruction	Needed to support students who require social/academic intervention	Services with safety measures in 1:1 or small groups	Remote counseling Executive Functioning supports w/ special education staff or Bobcat groups remote	Remote/ in person counseling Executive functioning supports w/ special education staff or Bobcat groups remote or in person Counseling department supports remote or in person	CARE day- social emotional theme- re-establishing community and connection

			Counseling department supports remote Scheduled office hours – optional sign-ups Tasks must be broken down for students. Utilize daily checklists/to-do lists.	Scheduled office hours- optional sign-ups Tasks must be broken down for students. Utilize daily checklists/to-do lists.	Possibly occurring every couple weeks or so?
Instruction	Needed support with students with 504 plans	Consider accommodations given changes- re-meet on plans if needed	Para support availability remote Communication plan to parents Check ins with adults remote	Para support availability remote or in person Communication plan to parents Check ins with adults remote or in person	
Instruction	Monitoring efficacy of instructional models	Department/curriculum meetings in person	Department /curriculum meetings remote Gather data from students regarding remote learning (through surveys? Schoology discussions?)	Department/curriculum meetings remote or in person Gather data from students regarding remote learning (through surveys? Schoology discussions?)	Protocol for this?
Instruction	Extracurricular- clubs	ORMS staff led in person	ORMS staff led remote	ORMS Staff led remote or in person	Communication over the summer to prepare. Get input from staff to see who is interested in running clubs. Use Friday update to communicate information about available clubs.
Instruction	Extracurriculars- athletics	Possibly non-contact sports	TBD	TBD	
Instruction	Class of 2021 factors				Class of 2025 – some type of celebration needed

Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Facilities	School cleaning, sanitization, and safety schedules and protocols				
Facilities	Visitor protocols (access)				
Facilities	Access points- students, staff, visitors				
Facilities	Materials, resources needed (e.g., wastebaskets, tissues, CDC approved soaps) for classrooms, offices				
Facilities	Protocols for shared equipment (e.g., tech, copiers, phones, intercoms, etc.)				
Facilities	Nursing space and equipment needed for nurse (N95, gowns, etc)				
Facilities	Materials- custodial staff				
Facilities	Materials- school nutrition staff				
Facilities	Classrooms- creating space				

Facilities	Shared spaces- classrooms				
Facilities	Shared spaces- offices				
Facilities	Shared spaces- workrooms	Staff need to wear masks and gloves using copiers/printers			
Facilities	Common spaces- cafeterias	Use with CDC guidelines Not used for eating			
Facilities	Common spaces- playgrounds	No playground due to construction			
Facilities	Common spaces- Lunchrooms	Use with CDC guidelines Not used for eating			
Facilities	Common spaces- bathrooms	District and CDC guidelines			
Facilities	Commons spaces- busses	District and CDC guidelines			
Facilities	Commons spaces- hallways, stairwells (transitions thru school)	District and CDC guidelines			
Facilities	Common spaces- athletic facilities	District and CDC guidelines			
Facilities	Common spaces- gyms	District and CDC guidelines			
Facilities	Spaces shared by a variety of students, classes per day (encores K-4, all 5 th thru 12 th)	UA teacher will travel to team room instead of using UA room			
Facilities	Requests for Facility Use				
Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other

School Operations	Staff health assessment- who can and who can not return?	Survey staff for documented health related conditions that would prevent a return to work.		Survey staff for documented health related conditions that would prevent a return to work.	
School Operations	Sub coverage plan	Explicit health training for subs, concern about significant increase in sub costs		Explicit health training for subs, concerns about significant an increase in sub costs	
School Operations	Communication needed for parents	Share Return to school plan	Share Return to school plan	Share Return to school plan	
School Operations	Communication needed for staff	Share Return to school plan	Share Return to school plan	Share Return to school plan	
School Operations	Master Schedules- academics	Investigate master schedules that work in remote and traditional settings.	Devise master schedule that reflect what we have learned in remote learning.	Devise master schedule that reflect what we have learned in remote learning.	
School Operations	Master Schedules- arrival/dismissals walkers and parent drop off	Coordinating a schedule that reflects the safe arrival and dismissal of a school day.		Coordinating a schedule that reflects the safe arrival and dismissal of a school day.	
School Operations	Master Schedules- arrival and dismissals school transportation	Investigate staggered arrival and dismissal. Survey parents to determine usage		Investigate staggered arrival and dismissal Survey parents to determine usage	
School Operations	Master Schedules- Lunch, Recess (Students)	Investigate how to provide lunch and reduce numbers in cafeteria and on the playground for recess	Pursue USDA grant and community partnerships to maintain school lunch program.	Investigate how to provide lunch and reduce numbers in cafeteria and on the playground for recess	
School Operations	Master Schedules- Lunch, Planning (Teachers)	Ensure that we meet duty free lunch and planning. Eliminate communal lunch, buffets and potluck.	Ensure that teachers embed planning time into their workday. Master schedule should clearly define the workday.	Ensure that we meet duty free lunch and planning. Eliminate communal lunch, buffets and potluck.	Middle school teams communicate schedule with parents, students and other educators.
School Operations	New instructional staff training	Training needs to be provided in Schoology,	New staff training needs to start early. Assign mentors	New staff training needs to start early. Assign mentors early.	

		Microsoft Teams and other appropriate grade level software.	early. Training needs to be provided in Schoology, Microsoft Teams and other appropriate grade level software. Requires an additional summer day for training.	Training needs to be provided in Schoology, Microsoft Teams and other appropriate grade level software. Requires an additional summer day for training.	
School Operations	Safety Training needed for all Instructional Staff	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	Safety training for Custodial Staff	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	School Nutrition Staff Safety training	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	School Transportation Staff Safety Training	Create a standardized safety training protocol.		Create a standardized safety training protocol.	
School Operations	Building security	Limit access to the building classrooms. Continue to follow NH and town guidelines.	Create a building access protocol for staff to be in the building.	Create a building access protocol for staff to be in the building. Limit access to the building classrooms. Continue to follow NH and town guidelines.	
School Operations	Emergency Operations Response Plans (any changes?)	Update emergency policy and plans to include pandemic plan.	Update emergency policy and plans to include pandemic plan.	Update emergency policy and plans to include pandemic plan.	
School Operations	Student/school handbooks additions	Create hotlink in student handbooks related to pandemics.	Create hotlink in student handbooks related to pandemics.	Create hotlink in student handbooks related to pandemics.	
School Operations	Transportation protocols				
School Operations	Meals for Students (Breakfast and Lunch)				

Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Technology	Devices needed- students	1 to 1, grades 5-12	1 to 1 grades 5-12	1 to 1 grades 5-12	
Technology	Other supports needed for families	Parent access to Schoology Parent education on Schoology gradebook	Parent access to Schoology Small % of Internet access issues Parent education on Schoology gradebook	Parent access to Schoology Small % of Internet access issues Parent education on Schoology gradebook	
Technology	Devices needed- staff	Expand devices to paras (laptops)	Expand devices to paras (laptops) Document cameras? Headsets with mics?	Expand devices to paras (laptops) Document cameras? Headsets with mics?	
Technology	Digital Resources needed	Discovery ED, ALEKS, Flipgrid, Digital Scholastic magazines (UpFront, Scope, Choices), Nearpod, EdPuzzle, BrainPop Classroom Single sign-on platform (ClassLink?) Easier access	Discovery ED, ALEKS, Flipgrid, Digital Scholastic magazines (UpFront, Scope, Choices), Nearpod, EdPuzzle, BrainPop Classroom Single sign-on platform (ClassLink?) Easier access	Discovery ED, ALEKS, Flipgrid, Digital Scholastic magazines (UpFront, Scope, Choices), Nearpod, EdPuzzle, BrainPop Classroom Single sign-on platform (ClassLink?) Easier access	
Technology	Resources and DPA	TBD Teacher training on DPA/FERPA, Fair use	TBD Teacher training on DPA/FERPA, Fair use	TBD Teacher training on DPA/FERPA, Fair use	List of district approved programs - include on website Include any links that address important information that teachers need to

Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
School Health Services and Management	Assessment of Individual health risk for those with high-risk factors	When performing the student re-entry education, there will be an emphasis on reporting illness to the Health Office should a student feel ill during the school day.	n/a if remote	When performing the student re-entry education, there will be an emphasis on reporting illness to the Health Office should a student feel ill during the school day.	
School Health Services and Management	Nursing services – expanded model – ability to isolate students who may be COVID-19 symptomatic or may have had exposure	--investigate the opportunity for isolation for students who may be COVID-19 symptomatic or may have had exposure.	n/a if remote	--investigate the opportunity for isolation for students who may be COVID-19 symptomatic or may have had exposure.	
School Health Services and Management	Illness management – enhanced requirements for students and staff to be out if presenting with any flagged health considerations	Awaiting guidance from the State of New Hampshire	n/a if remote	Awaiting guidance from the State of New Hampshire	
School Health Services and Management	Plan for illness management, virus exposure, and communication – preventive measures, isolation, contact tracing, notifications	See above excluding communication: awaiting guidance from the State of N.H. on school nurse roles related to exposure and contact tracing. Will draft potential parent	n/a if remote	See above	

		communication for reporting exposure			
School Health Services and Management	Absenteeism tracking and analysis – health screening questions for absent students and staff as well as return to campus protocols to be developed	School will specify requests for detailed reporting of symptoms on the delegated “sick call line”. Designee will be assigned to receive sick calls from staff-detail symptom reporting in place for staff as well. Return to campus protocols to be guided by the State of N.H.	n/a if remote	School will specify requests for detailed reporting of symptoms on the delegated “sick call line”. Designee will be assigned to receive sick calls from staff-detail symptom reporting in place for staff as well. Return to campus protocols to be guided by the State of N.H.	
School Health Services and Management	Planning for possible COVID-19 outbreak or cluster of positive cases	Guidance from the State of New Hampshire will be adhered to.	n/a if remote	Guidance from the State of New Hampshire will be adhered to.	
School Health Services and Management	School Health Office spaces	See above	n/a if remote	See above	
School Health Services and Management	Health Screening Protocols- Students	Per guidance from the State of N.H. students will be triaged as advised	n/a if remote	Per guidance from the State of N.H. students will be triaged as advised	
School Health Services and Management	Health Screening Protocols- Staff	Per guidance from the State of N.H. staff and faculty will be triaged as advised. Staff will continue to follow individual building pre entry questionnaire	n/a if remote	Per guidance from the State of N.H. staff and faculty will be triaged as advised. Staff will continue to follow individual building pre entry questionnaire	
School Health	Health resources/equipment needed- students (e.g.,	See above	n/a	See above	

School:

Grade Levels: ORHS

Area	Priority	Option 1 Traditional Return to School	Option 2 Remote Learning	Option 3 Hybrid Approach/Phased Approach (remote and in session)	Notes/Other
Wellness	Educational and communication resources	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	Continue bi-weekly or monthly District Wellness/Mental Health Newsletter	
Wellness	Health Screening Protocols- Students	Daily questionnaire done at home. If yes to any of those questions no entry into building and the nurse will be notified.	None. Parents can call the school nurse with any questions or concerns. Check in with students if needed with parent approval	Daily questionnaire done at home. If yes to any of those questions no entry into building and the nurse will be notified.	
Wellness	Health Screening Protocols- Staff	Daily questionnaire done at home. If yes to any of those questions no entry into building and the nurse will be notified.	Available for consultation during school hours	Daily questionnaire done at home. If yes to any of those questions no entry into building and the nurse will be notified.	
Wellness	Health resources/equipment needed- students(e.g., masks, gloves, thermometers)	Each school should have touchless thermometers, supply of gloves, and masks. Back up supply of N95 masks for each school. A small supply of face shields for each health office. A small supply of gowns per health office. Wall mounted hand sanitizer outside of each health office. Rolls of paper for each bed in the health	Each school should have 2 touchless thermometers, supply of gloves, and masks. Back up supply of N95 masks for each school. A small supply of face shields for each health office. A small supply of gowns per health office. Wall mounted hand sanitizer outside of each health office. Rolls of paper for each bed in the health office. Need to have	Each school should have touchless thermometers, supply of gloves, and masks. Back up supply of N95 masks for each school. A small supply of face shields for each health office. A small supply of gowns per health office. Wall mounted hand sanitizer outside of each health office. Rolls of paper for each bed in the health office. Need to have	

		office. Need to have pediatric size masks available.	pediatric size masks available. In case we move from remote to returning to the school building.	pediatric size masks available. In case we move from remote to returning to the school building.	
Wellness	Health resources/equipment needed- staff (e.g., masks, gloves, thermometers)	Masks and gloves available if needed or forgotten at home.	Masks and gloves made available if needed or forgotten at home. In case we switch from remote and return to school building	Masks and gloves available if needed or forgotten at home.	
Wellness	Health Education (Preventative Measures, Healthy Hygiene Practices)	Health education will take place for staff and students prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. Staff should also attend a before school workshop with their school nurse. This should be mandatory and will require a signed document that relays it was viewed and they understand.		Health education will take place for staff and students prior to start of school, which will review all precautions needed via the videos available on the ORCSD website under student wellness. Staff should also attend a before school workshop with their school nurse. This should be mandatory and will require a signed document that relays it was viewed and they understand.	
Wellness	Health Policy Implementation Issues (e.g., immunizations)	ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district. This will include when a student can safely return to school.	For staff who will be working (bus drivers, food service) ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district.	ORCSD will follow all guidelines put out by the state of N.H. as decided upon as a district. This will include when a student can safely return to school.	

Wellness	Mental Health screening-Students	Identify screening that links to specific students	Identify screening that links to specific students	Identify screening that links to specific students	More logistics/specifics to come, laws/data collection
Wellness	Mental Health screening-Staff	Needs assessment	Needs assessment	Needs assessment, Remote social opportunities/groups	
Wellness	Mental Health Supports- Students	Continued push out of traditional programming, individual/small group services, advisory, social groups MTSS	Tier 1: Advisories (small group/specific materials and expectations) Tier 2: flex offerings, check ins, advisory specifics, individual telehealth Tier 3: Services, referrals MTSS	Tier 1: Advisories (small group/specific materials and expectations) Tier 2: flex offerings, check ins, advisory specifics, individual telehealth Tier 3: Services, referrals MTSS	*How do we create a proactive system (MTSS, staff training, PD, streamline a structure, wellness checks in beginning of year?) *Not therapy, but frequent check-ins that are accessible for everyone Tier 1, 2, & 3 would look different (referrals, etc) *Advisory needs to cover this (list of materials/check points to discuss with students)
Wellness	Mental Health Supports- Staff	EAP, HealthTrust opportunities, actively acknowledging challenges	Remote social opportunities/groups	EAP, HealthTrust opportunities, Remote social opportunities/groups	PD, clear & consistent learning opportunities *Provide clear avenues for staff to turn to/utilize when overwhelmed, guidelines on norms in remote learning (it's OK to be interrupted, etc) *Schoolology group, volunteers to reach out to departments, happy hours, coffee time, Staff Teams, etc
Wellness	Identifying and Monitoring student wellness	MTSS process	MTSS process	MTSS process	*need more of a fluid process of identifying student wellness

					*review/training for staff around reporting
Instruction	Consistency with expectations and training for faculty around delivery models.	Instructional practices will include remote options for those not in attendance. LMS & Teams & PowerSchool training for faculty and staff to ensure consistency <i>Teachers will need tech and training to teach both an online and in-person class</i>	Create consistent expectations with both synchronous and asynchronous. LMS & Teams & PowerSchool training for faculty and staff to ensure consistency Consistency within use of LMS, Teams and PowerSchool is vital.	Instructional practices will include remote options for those not in attendance. LMS & Teams & PowerSchool training for faculty and staff to ensure consistency <i>Teachers will need tech and training to teach both an online and in-person class</i>	Consistent delivery through in person recording lessons and video lessons.
Instruction	Training- Schoology, virtual instruction, TEAMS	Consistency with how things are posted in (LMS) Schoology and PS. Training for teachers, students, and parents. Teachers will need tech and training to teach both an online and in-person class	Consistency with how things are posted in (LMS) Schoology and PS. Training for teachers, students, and parents Training for teachers, students, and parents on Teams and how to leverage both platforms for learning	Consistency with how things are posted in (LMS) Schoology and PS. Training for teachers, students, and parents Training for teachers, students, and parents on Teams and how to leverage both platforms for learning	
Instruction	How do labs, EPW and hands on courses work in the remote setting?	In person labs and classes as well as some use of virtual elements for larger classes such as music and EPW. Training for virtual elements needed for faculty. SmartMusic? EPW- rotate kids, use outside, café, auditorium and MPR(no locker rooms)	Virtual labs, Gizmos, sending lab material home? SmartMusic? Training for virtual elements needed for faculty. Teacher building access for necessary demo materials EPW – remote?	In person labs and classes as well as some use of virtual elements for larger classes such as music and EPW. Training for virtual elements needed for faculty. Kids will be pulled in in small group settings for performance assessments. SmartMusic?	
Instruction	21 st Century (tech literacy, etiquette, etc.)	Training for students and faculty on where to find materials, how to use the	Training for students and faculty on where to find materials, how to use the	Training for students and faculty on where to find materials, how to use the	Schoology, email, and calendar For students and faculty

		different tools, what online etiquette looks like, and how to keep things private – ISTE standards	different tools, what online etiquette looks like, and how to keep things private – ISTE standards	different tools, what online etiquette looks like, and how to keep things private – ISTE standards	
Instruction	Comprehensive plans for Social-Emotional Learning & supports-Students	Integrate SEL standards into classroom practices (In person and Remote). Tier 1 support and programming in classrooms and advisories – short- and long-term interventions identified and available for faculty to access. Actively engage parents, community and stakeholders in SEL.	Integrate SEL standards into classroom practices. Tier 1 support and programming in classrooms and advisories – short- and long-term interventions identified and available for faculty to access. Actively engage parents, community and stakeholders in SEL. Revisit what advisory should look like if fully remote	Assess how to integrate SEL standards into classroom practice in a remote setting. Tier 1 support and programming in classrooms and advisories – short- and long-term interventions identified and available for faculty to access. Actively engage parents, community and stakeholders in SEL. Revisit what advisory should look like if full in a hybrid model.	9 th grade will engage in culture building and transitioning differently. Browne Center will be utilized for the transition as well.
Instruction	Do we treat 9 th grade the same as 12 th grade? How do we treat “special populations”?	Continue to focus on 9 th grade transition and other grades as we have in the past.	Create opportunities for students in each grade level that builds on class and school culture and climate in a remote model. Work with the 9 th grade to transition into the high school to engage students and give them opportunities for positive interactions. *Modifications needed for “special populations” as MTSS deems necessary.	Create opportunities for students in each grade level that builds on class and school culture and climate in a hybrid model. Each class will be at school on their own day and we will engage students and give them opportunities for positive interactions. 9 th grade will be on school grounds more frequently than the other classes during the first quarter for transition purposes. 12 th grade may need additional	Counseling will be engaged in conversations with the Administrative team to plan for the many different needs of each cohort (class) and additional days that may be needed depending on these needs.

				<p>days as they work with counselors on their transition out of high school. We will determine these needs as the year progresses.</p> <p>*Establish ways for “special populations” to be in the building more frequently. *Modifications needed for “special populations” as MTSS deems necessary.</p>	
Instruction	Attendance	Continue as normal, but need tracking system for absences	Advisory was utilized for attendance twice a week, as well as classroom teachers reporting on a form for missing students and students that were inactive/disengaged. Assess and hone as needed. Clearly articulated attendance policy for students and parents.	Daily attendance when in school building and utilize remote methods when out of the building. Clearly articulated attendance policy for students and parents.	PowerSchool could help, but this will be affected by NH decision on reporting attendance
Instruction	Grading/Determining Progress	<p>Needs Assessment: Faculty set up PowerSchool together to avoid errors and inconsistency.</p> <p>Our current grading numeric scale (0-100) does not reflect student growth and learning or match currently utilized instructional/curriculum or assessment philosophies – stretched</p>	<p>Needs Assessment: Faculty set up PowerSchool together to avoid errors and inconsistency.</p> <p>Our current grading numeric scale (0-100) does not reflect student growth and learning or match currently utilized instructional/curriculum or assessment philosophies – stretched between two systems that do not work</p>	<p>Needs Assessment: Faculty set up PowerSchool together to avoid errors and inconsistency.</p> <p>Our current grading numeric scale (0-100) does not reflect student growth and learning or match currently utilized instructional/curriculum or assessment philosophies – stretched between two systems that do not work</p>	

		<p>between two systems that do not work together which has created confusion</p> <p>Consistency – school wide or dept. wide guidelines on the following: relearning, reassessment, late work, zeros, grade category weight</p>	<p>together which has created confusion</p> <p>Consistency – school wide or dept. wide guidelines on the following: relearning, reassessment, late work, zeros, grade category weight</p>	<p>together which has created confusion</p> <p>Consistency – school wide or dept. wide guidelines on the following: relearning, reassessment, late work, zeros, grade category weight</p>	
Instruction	<p>Monitoring progress/Checkpoints - How can we use competencies and change over time? How do we monitor student progress effectively? Continuum not a snapshot? How do we offer training for faculty around this?</p>	Needs assessment	Needs assessment	Needs assessment	<p>*Do we continue with quarters or do we move to longer “marking” periods to allow students more time for the continuum of learning?</p>
Instruction	Collecting and analyzing student data	<p>Remote testing (e.g. STAR)? Revisit MTSS so it adapts to whatever setup we have</p>	<p>Remote testing (e.g. STAR)? Revisit MTSS for remote model – assess data collection and supports Determine role of reporting form for missing students and students that were inactive/disengaged. Assess and hone as needed. Ensure that MTSS Team meets regularly.</p>	<p>Remote testing (e.g. STAR)? Revisit MTSS for hybrid model – assess data collection and supports Determine role of reporting form for missing students and students that were inactive/disengaged. Assess and hone as needed. Ensure that MTSS Team meets regularly.</p>	
Instruction	Establish/Re-establish classroom environment	Integrate welcome-back activities for staff and students. Embrace and	Integrate welcome-back activities for staff and students. Embrace and	Integrate welcome-back activities for staff and students. Embrace and	Trauma skilled faculty, advisory role defined, activities and consistency

		process last year and take the time to establish norms, class and school climate. First week of school designated time to do this and help students gain knowledge and skills around executive functioning (Schoology, Teams and PS)	process last year and take the time to establish norms, class and school climate. First week of school designated time to do this and help students gain knowledge and skills around executive functioning (Schoology, Teams and PS)	process last year and take the time to establish norms, class and school climate. First week of school designated time to do this and help students gain knowledge and skills around executive functioning (Schoology, Teams and PS)	If transitions are made between models take time between these transitions to reacclimate and process.
Instruction	Curriculum and Assessment adjustments	Assess curriculum by department to determine “power standards” inconjunct with vision of a graduate as well as scope + sequence of course work. Assess and enhance the use of performance assessment & project-based learning with frequent feedback and monitoring of student learning.	Assess curriculum by department to determine “power standards” inconjunct with vision of a graduate as well as scope + sequence of course work. Assess and enhance the use of performance assessment & project-based learning with frequent feedback and monitoring of student learning.	Assess curriculum by department to determine “power standards” inconjunct with vision of a graduate as well as scope + sequence of course work. Assess and enhance the use of performance assessment & project-based learning with frequent feedback and monitoring of student learning.	Curriculum and assessment practices must be ready for adjustment in any model.
Instruction	Identification of students in need of intervention and/or other services	Use MTSS short- and long-term interventions identified and available for faculty to access.	Use MTSS short- and long-term interventions identified and available for faculty to access.	Use MTSS short- and long-term interventions identified and available for faculty to access.	
Instruction	How do we balance the many needs of kids with course expectations/curriculum while keeping rigor?	Needs assessment - Rigor and relevance within curriculum and assessment practices. Consistent and school/dept wide guidance around relearning and reassessment.	Needs assessment Rigor and relevance within curriculum and assessment practices. Consistent and school/dept wide guidance around relearning and reassessment.	Needs assessment Rigor and relevance within curriculum and assessment practices. Consistent and school/dept wide guidance around relearning and reassessment.	

Instruction	How do we create consistency for kids and teachers (# of synchronous days, schedule, days of week, etc.)?	Schedule.	Schedule and set guidelines for faculty and staff/course expectations.	Schedule and set guidelines for faculty and staff/course expectations.	
Instruction	How to communicate student progress with families	Parents need access to schoology. PowerSchool reporting needs more consistency. Teacher “phone” access route through school	Parents need access to schoology. PowerSchool reporting needs more consistency. Teacher “phone” access route through school	Parents need access to schoology. PowerSchool reporting needs more consistency. Teacher “phone” access route through school	It is important to use multiple avenues for communication regardless of our location.
Instruction	Assessment of students suspected of disabilities and reassessment	Incorporate social distancing practices whenever possible	In-person assessments whenever possible, use existing data.	In-person assessments whenever possible, use existing data.	
Instruction	Needed to support students with disabilities	Continue with current model	Flexible schedule and facilities to make sure the students with highest needs get additional in-person support	Create small learning centers in buildings, while maintaining needed health restrictions	Hybrid or remote can have options for social distance when working 1-on-1 with students
Instruction	Needed to support students with English as a Second Language	Continue with current model	Flexible schedule and facilities to make sure the students with highest needs get additional in-person support	Create small learning centers in buildings, while maintaining needed health restrictions	
Instruction	Needed to support students who require social/academic intervention	Continue with current model	Flexible schedule and facilities to make sure the students with highest needs get additional in-person support	Create small learning centers in buildings, while maintaining needed health restrictions	
Instruction	Needed support with students with 504 plans	Continue with current model	Flexible schedule and facilities to make sure the students with highest needs get additional in-person support – Create accommodations	Create small learning centers in buildings, while maintaining needed health restrictions – Create accommodations	

Instruction	Extracurricular- clubs	Continue with social distancing guidelines No Travel Semester 1	Continue with social distancing guidelines or Teams No Travel Semester 1	Continue with Teams – will likely function differently	
Instruction	Extracurriculars- athletics	Guidelines will need to be set according to CDC, NHIAA and ORHS – Locker rooms, busses, inside sports all will be restricted	Guidelines will need to be set according to CDC, NHIAA and ORHS – Locker rooms, busses, inside sports all will be restricted	Guidelines will need to be set according to CDC, NHIAA and ORHS – Locker rooms, busses, inside sports all will be restricted	
Instruction	How do we plan for next year’s graduating class?	Meet with seniors as normally done with open communication and discussions. Need for flexibility and open mindset.	Meet with seniors as normally done with open communication and discussions. Need for flexibility and open mindset. 12 th grade may need additional days as they work with counselors on their transition out of high school. We will determine these needs as the year progresses.	Meet with seniors as normally done with open communication and discussions. Need for flexibility and open mindset. 12 th grade may need additional days as they work with counselors on their transition out of high school. We will determine these needs as the year progresses.	
Facilities	School cleaning, sanitization, and safety schedules and protocols				
Facilities	Visitor protocols (access)	Limited access			

Facilities	Access points- students, staff, visitors				
Facilities	Materials, resources needed (e.g., wastebaskets, tissues, CDC approved soaps) for classrooms, offices				
Facilities	Protocols for shared equipment (e.g., tech, copiers, phones, intercoms, etc.)				
Facilities	Nursing space and equipment needed for nurse (N95, gowns, etc)	Major concern as to how to address this issue. Current Health Office does not allow for social distancing and a designated isolation area for suspected Covid positive students to be separated from those entering the Health Office with other health concerns.		Major concern as to how to address this issue. Current Health Office does not allow for social distancing and a designated isolation area for suspected Covid positive students to be separated from those entering the Health Office with other health concerns.	
Facilities	Materials- custodial staff				
Facilities	Materials- school nutrition staff				
Facilities	Classrooms- creating space				
Facilities	Shared spaces- classrooms				
Facilities	Shared spaces- offices				
Facilities	Shared spaces- workrooms				
Facilities	Common spaces- cafeterias				

Facilities	Common spaces- playgrounds				
Facilities	Common spaces- Lunchrooms				
Facilities	Common spaces- bathrooms				
Facilities	Commons spaces- busses				
Facilities	Commons spaces- hallways, stairwells (transitions thru school)				
Facilities	Common spaces- athletic facilities				
Facilities	Common spaces- gyms				
Facilities	Spaces shared by a variety of students, classes per day (encores K-4, all 5 th thru 12 th)				
Facilities	Requests for Facility Use				
School Operations	Staff assessment- who will be available	Who will teach in person? How do we determine who can and cannot be in building? How do we determine which requests to teach remote or at school will be honored?	Who will teach in person? How do we determine who can and cannot be in building? How do we determine which requests to teach remote or at school will be honored?	N/A	
School Operations	Sub coverage plan	Subs – health assessment? When a teacher is sick or exposed are they out for two weeks and if so how do we cover these classes? \$?	Subs – health assessment? When a teacher is sick or exposed are they out for two weeks and if so how do we cover these classes? \$?	How do we have subs in a remote setting when a teacher is unable to continue teaching?	
School Operations	Communication needed for parents	Schoology access	Schoology access	Schoology access	

		Consistency needed with PowerSchool use and set up for parents to gain insight into student progression of learning -When a student is ill or rumor spreads about illness how do we communicate	Consistency needed with PowerSchool use and set up for parents to gain insight into student progression of learning -When a student is ill or rumor spreads about illness how do we communicate	Consistency needed with PowerSchool use and set up for parents to gain insight into student progression of learning -When a student is ill or rumor spreads about illness how do we communicate	
School Operations	Communication needed for staff	Meetings will need to be remote due to numbers of staff - auditorium	Meetings will need to be remote due to numbers of staff	Meetings will need to be remote due to numbers of staff	
School Operations	Classroom size and set up, hallways, lunchrooms (faculty and students)	We cannot return fully and adhere to the 6ft rule. With full return students and teachers will be in classes with masks- some classrooms have tables not desks and kids will sit next to each other. the halls range 8 – 12c feet in width and stairwells will need to be single directions - some hallways will need to be two way and lines will need to be placed on the floor to ensure students do stay distanced. Lunch in classrooms with teachers (Contract?), or stays in lunchroom and MPR spreading kids out as much as possible. Kids will need to wipe down all chairs and tables after use. Lunch for faculty will take place in classrooms with		Keep cohorts smaller by having approximately ¼ of the student population at a time - average Tower classroom can hold approximately 12 people in desks – , smaller classrooms can hold 3 to 6 people - the halls range 6 – 8 feet in width and stairwells will need to be single directions with staggered dismissals, some hallways will need to be two way and lines will need to be placed on the floor to ensure students do stay distanced. The lunchroom could hold approximately 1 – 100 people with distancing MPR could hold approximately 40 people. not all classrooms have individual desks and will require furniture to be changed	

		enough room for social distancing			
School Operations	Master Schedules-arrival/dismissals walkers, drivers and parent drop off	Students go straight to class when they arrive. Dismissals are called by walkers/drivers, parent pick-ups and bus numbers		We would have ¼ of the student population at school each day with faculty and staff. We would have arrivals at the front of the building and departures at the back as usual. Students would be dismissed by bus number (as in elementary and middle school) kids would socially distance at the front of the school for pick up by parent	
School Operations	Large classes orchestra, EPW, etc.	orchestra and band meet during lunch period as does EPW so the lunchroom, gym and MPR would not be available *this is an issue to resolve		Wind instruments would need to be played outside or at home. Large classes would need to be outside or students separated to cafeteria, gym and mpr for class. Impact -Remote	
School Operations	Life Skills trips	Life Skills classroom would be too small for all students. Trips- Bus travel limited, numbers of students limited, locations for visits reviewed	Life Skills trips might still be possible with planning and preparation.	Life Skills students would be spaced out in multiple classrooms to adhere to social distancing. Trips- Bus travel limited, numbers of students limited, locations for visits reviewed	
School Operations	New staff training	Continue as in the past – with more powerschool, Schoology and microsoft would need to be part of the training. Communication expectations	Continue as in the past – with more powerschool, Schoology and microsoft would need to be part of the training. Communication expectations	Continue as in the past – with more powerschool, Schoology and microsoft would need to be part of the training. Communication expectations	

School Operations	Free periods – students gathering and faculty gathering	Junior and Seniors are eligible for privilege to de-densify – students asked to go to outside, cafeteria, or MPR and distance if staying on campus. Study halls will need to be divided up into smaller groups E period is an issue no place for kids to go.		Hybrid would have one class per day so there would not be free periods all students would be in advisory while on campus	
School Operations	Students who choose not to return	Remote Option		Remote Option	If a student does not want to return at any point throughout the school year do we advise VLACs? When does home schooling begin?
School Operations	Athletics	Guidelines will need to be set according to CDC, NHIAA and ORHS – Locker rooms, busses, inside sports all will be restricted	Guidelines will need to be set according to CDC, NHIAA and ORHS – Locker rooms, busses, inside sports all will be restricted	Guidelines will need to be set according to CDC, NHIAA and ORHS – Locker rooms, busses, inside sports all will be restricted	
School Operations	Building security	If we use the outside as corridors to keep hallway traffic low the exterior doors will need to be left unlocked.			
School Operations	Emergency Operations Response Plans (any changes?)	Fire drills and other evacuations will need to be assessed to spread kids and adults out more.		Fire drills and other evacuations will need to be assessed to spread kids and adults out more.	
School Operations	Student/school handbooks additions	Social Distancing, masks and other guidelines violated with intent need consequences.	Clearly articulated attendance policy for students and parents.	Social Distancing, masks and other guidelines violated with intent need consequences. Clearly articulated attendance policy for students and parents.	

School Operations	Transportation protocols				
School Operations	Meals for Students (Breakfast and Lunch)	Pre-packaged and ready for pick up	N/A	Pre-packaged and ready for pick up	
	Bathrooms & Lockers	Limited bathrooms no lockers, no gym lockers	N/A	Limited bathrooms no lockers, no gym lockers	
	Shared classrooms and spaces – how do we manage this?	Students and teachers will need to clean all areas of contact prior to leaving		Students and teachers will need to clean all areas of contact prior to leaving	
	New combination of kids in every class how do we clean spaces and track contact?	Tracking will not be possible		Tracking will be done through the scheduling calendar	
	Cleaning equipment and supplies between classes (science, art, EPW, desks, chairs, etc.)	Students and teachers will need to clean all areas of contact prior to leaving		Students and teachers will need to clean all areas of contact prior to leaving	
Technology	Devices needed- students	1 to 1	1 to 1	1 to 1	
Technology	Other supports needed for families	Hot spots?	Hot spots	Hot spots	
Technology	Devices needed- staff	Determined by role and availability	Determined by role and availability-paras will need devices to support students	Determined by schedule, role, availability	
Technology	Digital Resources needed	Request for Program form for all new digital programs-request goes to principal/DLS to start process	Request for Program form for all new digital programs -request goes to principal/DLS to start process	Request for Program form for all new digital programs -request goes to principal/DLS to start process	

Technology	Resources and DPA	Request for Program form for all new digital programs-request goes to principal/DLS to start process	Request for Program form for all new digital programs-request goes to principal/DLS to start process	Request for Program form for all new digital programs-request goes to principal/DLS to start process	
Technology	Use/Training of LMS (Schoolology) & Virtual Instruction, Teams	Schoology, TurnItIn, Microsoft Teams, PowerSchool Gradebooks	Schoology, TurnItIn, Microsoft Teams, PowerSchool Gradebooks	Schoology, TurnItIn, Microsoft Teams, PowerSchool Gradebooks	
Technology	School and District Website-communication	Whole School communication	Whole School communication	Whole School communication	
Technology	Issue tracking- staff	Communication with DLS for trouble shoot and/or IT work order	Need a form for ease of tracking and organization but would start with email to DLS	Communication with DLS for trouble shoot and/or IT work order /Need a form for ease of tracking and organization but would start with email to DLS	
Technology	Issue tracking- students/parents	Communication to a teacher; email to DLS and form to record issue and create IT work order	Communication to a teacher; email to DLS and form to record issue and create IT work order	Communication to a teacher; email to DLS and form to record issue and create IT work order	
Technology	Organization and Centralization of resources (online)	Library website and Schoology for School wide Individual Teacher Schoology for course/discipline specific	Library website and Schoology for School wide Individual Teacher Schoology for course/discipline specific	Library website and Schoology for School wide Individual Teacher Schoology for course/discipline specific	Technology resource center developed in Schoology-instructions, video tutorials, resources

School Health Services and Management	Assessment of Individual health risk for those with high-risk factors	When performing the student re-entry education, there will be an emphasis on reporting illness to the Health Office should a student feel ill during the school day.	N/A if remote	When performing the student re-entry education, there will be an emphasis on reporting illness to the Health Office should a student feel ill during the school day.	
School Health Services and Management	Nursing services – expanded model – ability to isolate students who may be COVID-19 symptomatic or may have had exposure	--investigate the opportunity for isolation for students who may be COVID-19 symptomatic or may have had exposure. Major concern as to how to address this issue. Current Health Office does not allow for social distancing and a designated isolation area for suspected Covid positive students to be separated from those entering the Health Office with other health concerns.	N/A if remote	--investigate the opportunity for isolation for students who may be COVID-19 symptomatic or may have had exposure. Major concern as to how to address this issue. Current Health Office does not allow for social distancing and a designated isolation area for suspected Covid positive students to be separated from those entering the Health Office with other health concerns.	

School Health Services and Management	Illness management – enhanced requirements for students and staff to be out if presenting with any flagged health considerations	Awaiting guidance from the State of New Hampshire	N/A if remote	Awaiting guidance from the State of New Hampshire	
School Health Services and Management	Plan for illness management, virus exposure, and communication – preventive measures, isolation, contact tracing, notifications	See above excluding communication: awaiting guidance from the State of N.H. on school nurse roles related to exposure and contact tracing. Will draft potential parent communication for reporting exposure	N/A if remote	See above excluding communication: awaiting guidance from the State of N.H. on school nurse roles related to exposure and contact tracing. Will draft potential parent communication for reporting exposure	
School Health Services and Management	Absenteeism tracking and analysis – health screening questions for absent students and staff as well as return to campus protocols to be developed	School will specify requests for detailed reporting of symptoms on the delegated “sick call line”. Designee will be assigned to receive sick calls from staff-detail symptom reporting in place for staff as well. Return to campus protocols to be guided by the State of N.H.	N/A if remote	School will specify requests for detailed reporting of symptoms on the delegated “sick call line”. Designee will be assigned to receive sick calls from staff-detail symptom reporting in place for staff as well. Return to campus protocols to be guided by the State of N.H.	
School Health Services and Management	Planning for possible COVID-19 outbreak or cluster of positive cases when we have different kids in every class period	Guidance from the State of New Hampshire will be adhered to.	N/A if remote	Guidance from the State of New Hampshire will be adhered to.	
School Health Services and Management	School Health Office spaces - We need to figure out how many students can safely be in	See above-major concern as to how to address this issue. Current Health Office does not allow for	N/A if remote	See above-major concern as to how to address this issue. Current Health Office does not allow for	

	<p>the Health Office at the same time.</p> <p>What to do with students who have illnesses/emergencies that require intervention at the same time as possible positive COVID?</p>	<p>social distancing and a designated isolation area for suspected Covid positive students to be separated from those entering the Health Office with other health concerns.</p>		<p>social distancing and a designated isolation area for suspected Covid positive students to be separated from those entering the Health Office with other health concerns.</p>	
School Health Services and Management	Health Screening Protocols- Students	Per guidance from the State of N.H. students will be triaged as advised	N/A if remote	Per guidance from the State of N.H. students will be triaged as advised	
School Health Services and Management	Health Screening Protocols- Staff	<p>We should have sub nurses available in case a school nurse tests positive for Covid. Entering the 20/21 school year we are down a nurse and no subs available. Per guidance from the State of N.H. staff and faculty will be triaged as advised. Staff will continue to follow individual building pre entry questionnaire</p>	N/A if remote	<p>We should have sub nurses available in case a school nurse tests positive for Covid. Entering the 20/21 school year we are down a nurse and no subs available. Per guidance from the State of N.H. staff and faculty will be triaged as advised. Staff will continue to follow individual building pre entry questionnaire</p>	
School Health Services and Management	Health resources/equipment needed- students (e.g., masks, gloves, thermometers)	See above	See above	See above	
School Health Services and Management	Health resources/equipment needed- staff (e.g., masks, gloves, thermometers)	See above	See above	See above	

School Health Services and Management	Health Education (Preventative Measures, Healthy Hygiene Practices)	See above	See above	See above	
School Health Services and Management	Health Policy Implementation Issues (e.g., immunizations)	****Amend our illness policy to include COVID-19 specific guidelines. New policies may need to be generated secondary to COVID-19 state guidelines	****Amend our illness policy to include COVID-19 specific guidelines. New policies may need to be generated secondary to COVID-19 state guidelines	****Amend our illness policy to include COVID-19 specific guidelines. New policies may need to be generated secondary to COVID-19 state guidelines	



ORCSD Re-Entry Plan | Phase 1

ORCSD Task Force

District

- Dr. James Morse – Superintendent of Schools
- Todd Allen – Assistant Superintendent of Schools
- Susan Caswell – Business Administrator
- Catherine Plourde – Director of Student Services
- Doris Demers – Child Nutrition Director
- Lisa Huppe – Transportation Director
- Jim Rozycki – Facilities Director
- Joshua Olstad – IT Director

Mast Way Elementary

- Misty Lowe - Principal
- Brian Ryan – Assistant Director Student Services
- Felicia Sperry - Psychologist
- Katherine Moore - Nurse
- Susan Leifer – Technology Integrator
- Amy Leone – Speech & Language Pathologist
- Whitney Burke – Kindergarten Teacher
- Heather Drew – Third Grade Teacher

Oyster River High School

- Suzanne Filippone - Principal
- Mark Milliken – Assistant Principal
- Mike McCann – Assistant Principal
- Kim Felch – Counseling Director
- Melissa Jean – Assistant Director Student Services
- Andy Lathrop – Athletic Director
- Kim Wolph - Nurse
- Celeste Best – Technology Integrator/Science Teacher
- Anna Goscinski – Special Education Teacher
- Don Maynard – PE Teacher
- Lisa Hallbach – Math Teacher
- Jon Bromley – Science Teacher
- Mike Blouin – Biology Teacher
- Shawn Kelly – English Teacher

Oyster River Middle School

- Jay Richard - Principal
- Bill Sullivan – Assistant Principal
- Andrea Biniszkievicz – Assistant Director Student Services
- Rheanna Cote - Counselor
- Erin Pasay - Nurse
- Janet Martel – Technology Integrator
- Alida Carter – PE Teacher
- Andrea Lawrence – Science Teacher
- Clay Cahoon – Math Teacher
- Holly Pirtle – Health Teacher
- Jason Demers – Science Teacher
- Jason Duff – Special Education Teacher
- Kim Donovan – Language Arts Teacher
- Val Wolfson – Social Studies Teacher

Moharimet Elementary

- David Goldsmith - Principal
- Brian Ryan – Assistant Director Student Services
- Brittany Morley - Psychologist
- Carina Dolcino - Counselor
- Shelia Koutelis - Nurse
- Sarah Curtin – Technology Integrator
- Liz Schmitt – Third Grade Teacher
- Melissa Gianino – Special Education Teacher
- Renee Torr – First Grade Teacher



Confidence in Our Community

Oyster River's mission and purpose remain stronger than ever during these challenging times. When we left our campus on March 13th, we shifted to a remote learning plan in the context of a global emergency. **We are no longer in response mode for a crisis.** The ORCSD is consulting with experts, updating training for staff, and preparing our campus for a post-COVID world.

We are developing, and continue to refine, re-entry plans to provide both safety and learning continuity for all our students.

Phase I	Communication	Projected to Release July 8
Phase II	Communication	Product of Board Workshop on July 14
Phase III	Communication	Implementation and on-going review process TBA

[AAP COVID Planning](#)

[CDC School Guidance](#)

[Return to School Roadmap](#)

[NH DHHS](#)

[NH DOE: STRRT](#)

[Harvard School of Public Health](#)

School Starts for Staff 8/24, Students 8/31

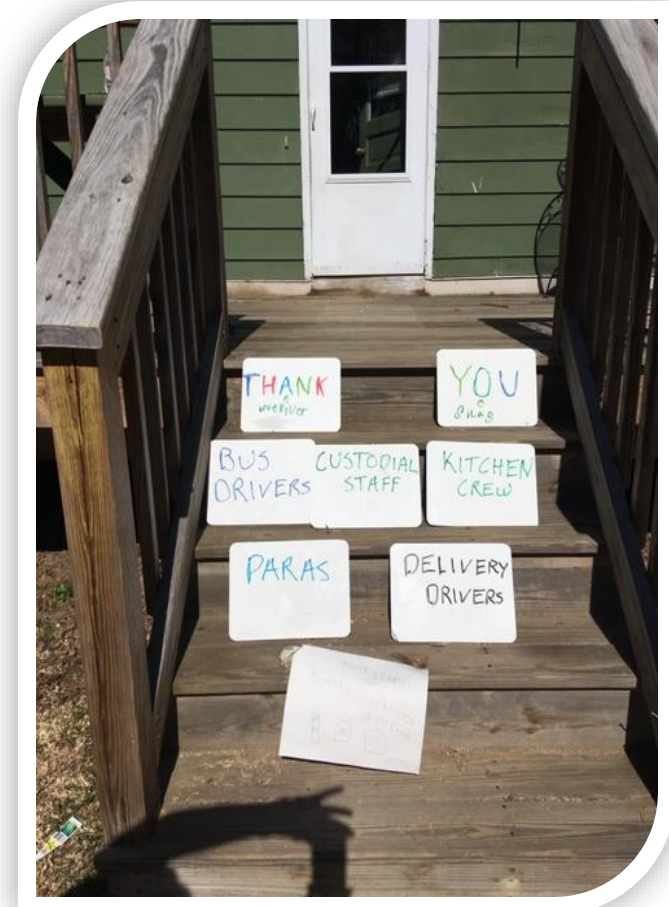


Remote learning and The Resilience of Oyster River

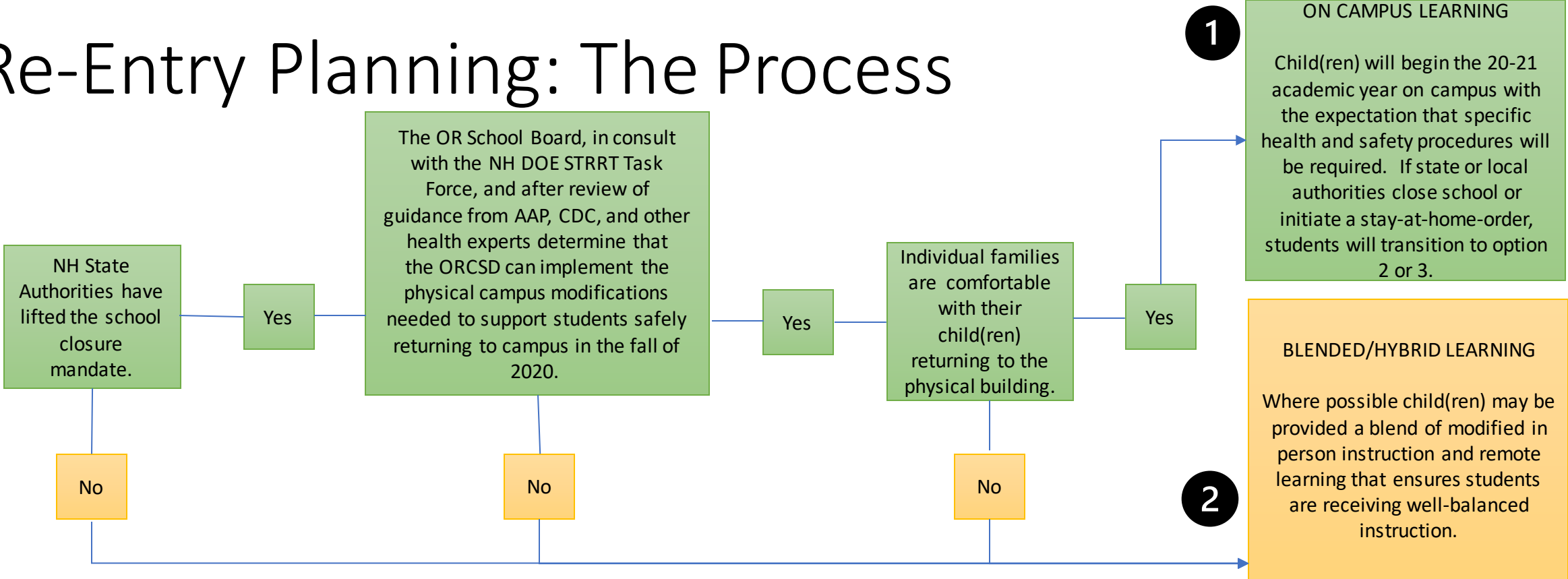
In March, the ORCSD, along with school systems across the country were pushed into an emergency remote learning plan due to the COVID pandemic. This sudden and traumatic change required students, families, and the school system to adjust on very short notice. **Thank you to the Oyster River Community for your support during this difficult time!** Based on community feedback and with the benefit of time to plan we are in the process of making many adjustments to improve the learning experience for all as we prepare for the new school year.

[Lessons learned from Spring 2020 Remote Learning based on survey data.](#)

- Greater age-appropriate structure is needed across the system
- More synchronized learning, particularly at the K-8 level
- Students and teachers need more social connection with each other
- Parents need access to Schoology to support their child's learning
- More consistency is needed throughout the system



Re-Entry Planning: The Process



1

ON CAMPUS LEARNING
 Child(ren) will begin the 20-21 academic year on campus with the expectation that specific health and safety procedures will be required. If state or local authorities close school or initiate a stay-at-home-order, students will transition to option 2 or 3.

2

BLENDED/HYBRID LEARNING
 Where possible child(ren) may be provided a blend of modified in person instruction and remote learning that ensures students are receiving well-balanced instruction.

3

REMOTE LEARNING
 Child(ren) will work synchronously and asynchronously with the support of their teacher.









Schools are tentatively scheduled to re-open on August 31, 2020 per ORCSD School Board approval, unless authorities declare schools to remain closed. Administration recognizes everchanging conditions require that we be prepared for multiple scenarios for the start of school. The ORCSD is prepared to provide instruction in both online and in person formats.



Planning for the Fall

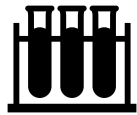
Our work in planning for the fall is guided by the [Return to School Roadmap](#), stakeholder district surveys, and [2Revolutions](#) coaching. Models of re-entry plans from throughout the country have also influenced our work. All guidance from these resources has been customized to fit ORCSD.

Guidance on Essential Actions

		
Governance	Wellness and SEL	Instruction/Assessment
  		
School Operations	School Health	Technology

Life on Campus

Updated as Recommendations Evolve



The district may require health screenings for students, faculty, and staff.



Lunch will be provided in a modified structure.



May use a staggered schedule for drop-off and pick-up.



Each student or staff member, when asked, may be required to quarantine for two weeks following illness or exposure.



Enhanced sanitizing and cleaning processes and regular handwashing.



Parents and visitors will be permitted by appointment only in the building.



Nursing personnel will be on campus.



Families will be responsible for keeping a contact tracing log when necessary.



The use of masks as mandated by health authorities/school district.



Athletic offerings will be guided by NHIAA recommendations.



Building use will be limited and follow strict protocols in adherence to state and local policies for outside groups.



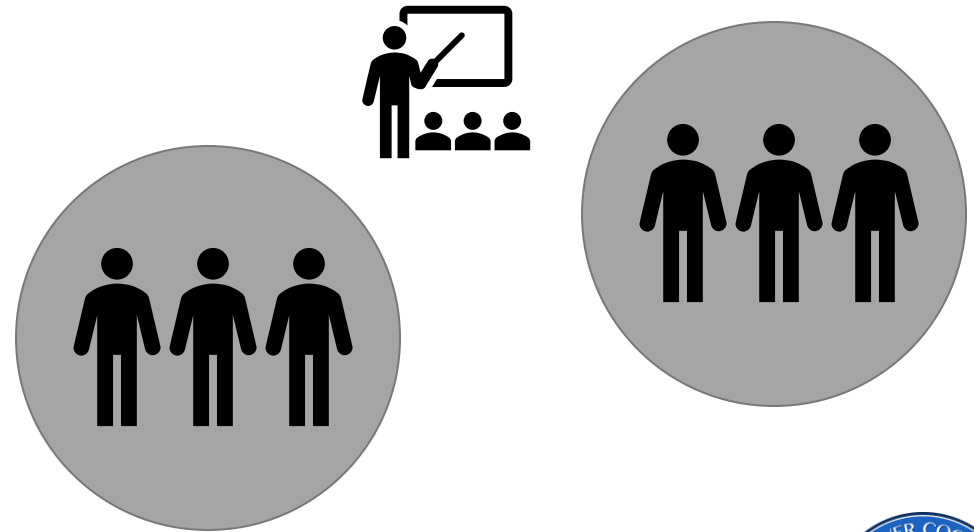
Outdoor space will be utilized to its full potential for instructional and social purposes.

Introducing Cohorts/Fixed Groups

An educational cohort is a group of students working through curriculum and learning experiences together. Cohorts are designed to meet educational needs of students. Traditionally in the ORCSD we think of cohorts in terms of class or team groupings. In the post-COVID World cohorts can also serve an important health and safety purpose by providing schools a consistent structure to minimize the exposure students and teachers have to a larger number of people.

Dissecting the Cohort

- Cohort sizes will be based on AAP/NH DHHS guidance.
- Cohorts will be housed in a single classroom or limited set of classrooms.
- Rather than students transitioning from class to class, wherever possible teachers will transition from cohort to cohort.
- Students not able to join cohorts in person may participate virtually.



Elements of the Day

The ORCSD Re-entry Learning Plan for the fall of 2020 differs from the Emergency Remote Learning Plan implemented in March 2020. The Emergency Remote Learning Plan only provided a platform to share classroom content. The fall re-entry plan is designed to make on-campus and off-campus learning flow more efficiently.

All class content will be created and made available through Schoology for student and parent access. This allows for flexibility in the fall regardless of whether we are in person or remote.

PK-4	Middle School*	High School
Arrival/Drop Off	Arrival/Drop Off	Arrival/Drop Off
Morning MTG/Open Circle	Advisory/Bobcat Time	Advisory/Flex Block
Core Content	Core Content	Class/Electives
UA/Encore	UA	Lunch
Lunch	Lunch	Class/Electives
Recess	World Language	Dismissal/Pick Up
Dismissal/Pick Up	Dismissal/Pick Up	After School
Afterschool	After School	

*Outdoor space at the Middle School is limited by construction.



On-Campus Learning



Remote Learning



Inside when Necessary









Blended/Hybrid Learning



Outside when Possible

Digital Platforms

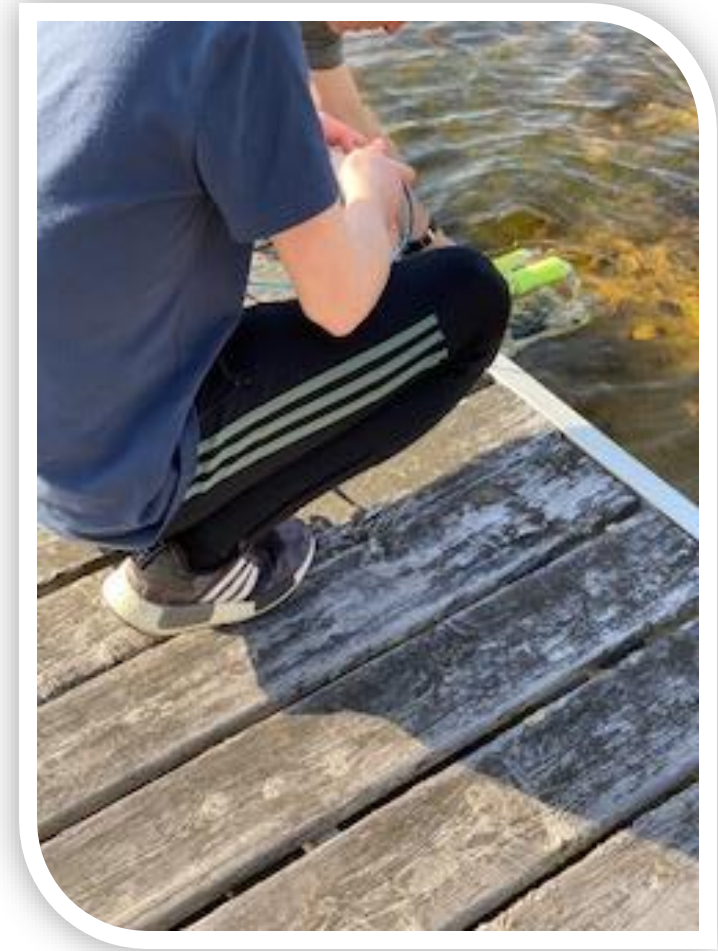
	<p>PowerSchool will continue to be ORCSD’s main student information system.</p>
	<p>Schoology was introduced in 19-20 as our learning management system. We were starting to roll it out when COVID-19 forced the closure of school and moved up our timeline. Each class will have a space in Schoology for teachers to post assignments and collect work digitally. Teachers can also communicate with students and parents. For the start of 20-21 we will be adding parent access.</p>
	<p>Microsoft Teams will continue to be the tool for face to face meetings between staff and students as well as staff and parents. Microsoft has shared that they will be working on Teams features over the summer to better meet the needs of the educational community.</p>
  	<p>Across the district other school and grade level applications will be in use. For example Freckle is used for Math in elementary, Learning A-Z for ELA in the elementary, ALEKS for math at ORMS, etc.</p>

Comfort in Flexibility

Oyster River is responding to these uncertain times with an emphasis on academics, social emotional learning and wellness, with flexibility, while prioritizing our vision and mission . We are creating system options for our students to ensure they feel safe and engaged.

- On-Campus Learning
- Blended/Hybrid Learning
- Remote Learning

Oyster River is creating options for the system to adjust based on healthcare considerations, state guidelines and local priorities.



Preparing for Interruptions

Oyster River will be following the recommendations from our re-entry plan, NH School Transition Reopening and Redesign Task Force (STRRT,) AAP and CDC recommendations. We are preparing for waves of interruption to on-campus learning. In the event our local community experiences a spike in COVID-19 cases and an interruption of physical operations occurs, a shift to blended/remote learning will happen immediately.



There may be unforeseen and unique costs to open school.



Students will be equipped for remote-learning in the event on-campus learning transitions to the blended model. Technology and supplies will be made available in the event an interruption occurs.



We recognize the needs of young children include the requirement of supervision and care in addition to their learning. In the event campus closes, we will prioritize the on-campus experience for our youngest students.



SAU #5 Administration

If you have any questions, feel free to contact the people listed below.

Dr. James C. Morse Superintendent jmorse@orcscd.org	Todd Allen Assistant Superintendent tallen@orcscd.org	Catherine Plourde Director of Student Services cplourde@orcscd.org	Susan Caswell Business Administrator scaswell@orcscd.org
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