

**Oyster River Cooperative School District**

**HYBRID\* WORKSHOP MEETING**

**July 30, 2020**

**ORHS – Library\*\***

**7:00 PM**

**I. CALL TO ORDER (7:00 PM)**

**II. DISCUSSION ITEM:**

- Re-Entry Continued Planning – Phase 1

**III. ADJOURNMENT:**

**Virtual Location:**

<https://www.orcsd.org/stream>

**Microsoft Teams Audio**

Conference: [tel:+1 603-766-5646](tel:+16037665646)

Conf ID: code: 461362#

If you experience technology problems on the broadcast end, please notify us using [orcsd-video@orcsd.org](mailto:orcsd-video@orcsd.org) or via telephone # 603-280-4202.

Please note that we cannot assist you if the technology problem is on your end.

**\*In accordance with Governors Executive Order #12**

**\*\*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:**

- |                    |                            |
|--------------------|----------------------------|
| • 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.



# Board Workshop Re-entry Plan Workshop 2

July 30, 2020  
ORHS Library

# ELEMENTARY

**Goal: To create the most effective educational model that also supports student/staff health and family need**

## Hybrid vs. Remote

- **Hybrid Challenges**

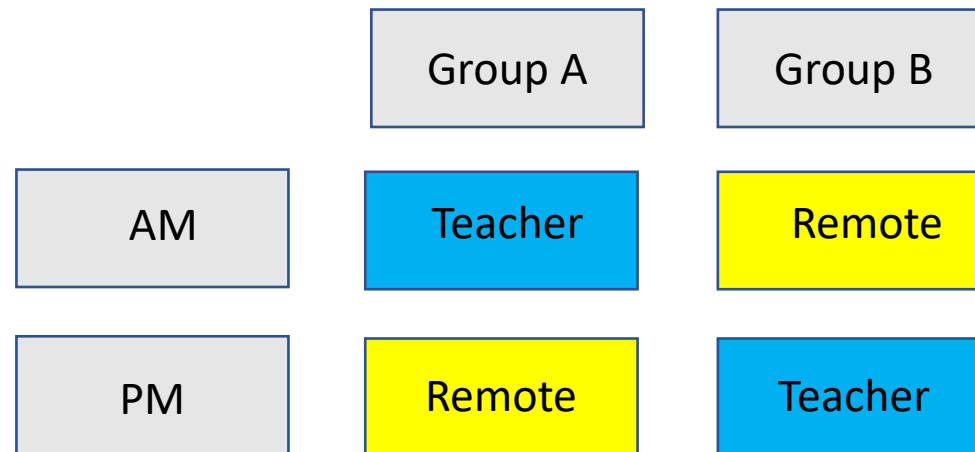
- Exposure risk for students and staff
- Student adherence to social distancing and mask guidelines
- Young student health issues (ex. runny noses or upset stomach) = time out of school?
- Student quarantine = teacher quarantine = what happens to the class?
- Substitute teachers?
- The need for daycare (before/after school or other half of day) negatively impacts the health success of small cohorts and can be a burden on families
- Will impact some/many families' ability to work

- **Remote Challenges**

- Inequity in student support/structure outside of school
- Learning model is different from what teachers/students/families are accustomed to
- Ability to support community health functions:
  - Mental health
  - Food security
  - Socialization
- Will impact some/many families' ability to work

# ELEMENTARY Hybrid Model: AM/PM Half Days

- Classes split into 2 groups; AM/PM
- In-person classes @ 10-12 students
- Students learn for ½ day in-person and ½ day remotely
- All students and staff wear masks, 6ft distancing, other health guidelines
- Remote learning assignments will be directly connected with in-person learning
- Students continue learning at home with an integration of in class assignments and remote instruction



# ELEMENTARY Hybrid Model: AM/PM Half Days

	Group A	Group B
8:45 – 9:15	Student Arrival/Transition	Remote Learning
9:15 –11:45	In – person Classroom – Learning Block <ul style="list-style-type: none"> <li>• ELA/Math/SS/Sci</li> <li>• Encore/Unified Arts</li> <li>• Open Circle</li> </ul>	Remote Learning
11:45 –1:00	Student transition Planning/Lunch for teachers	Student Arrival/Transition
1:00 – 3:30	Continuation of Learning Remotely	In-person Classroom – Learning Block <ul style="list-style-type: none"> <li>• ELA/Math/SS/Sci</li> <li>• Encore/Unified Arts</li> <li>• Open Circle</li> </ul>

## PROS

- Equity: All students in school
- Continuity of learning
- Continuous Model
- Minimize the need for technology
- Remote learning directly connected to in-class
- Flexible staffing and space use
- Mental Health

# ELEMENTARY Fully Remote Model

Example of a Possible Full Remote Schedule	
9:00 – 9:30	Open Circle/Morning Meeting – <b>Live on Teams</b>
9:30 –10:40	Math Focus Lesson <b>Live on Teams:</b> Teacher Lesson/Small Group Instruction Independent work
10:40 – 11:10	Encore/Unified Arts <b>15 minutes live on Teams;</b> 15 minutes independent
11:10 -11:50	Lunch break
11:50 – 1:15	Literacy Workshop <b>Live on Teams:</b> Teacher Lesson/Small Group Instruction Independent work
1:15 – 2:00	Integrated Social Studies/ Science
2:00 – 2:45	Community Connection Advisor <b>Live on Teams</b> Office Hours

**PROS:** • No Risk of Exposure

# ELEMENTARY

## Being at School During Remote Learning

District choice of Remote learning allows students to access building

- Targeted groups can come on a scheduled basis
    - Every day for K?
    - Every student twice a month?
  - Assessments
  - Specific in-person services
  - SEL activities
  - Check-ins
- PROS:**
- Lower risk of exposure
  - Provides some level of in-person benefits
  - More "normal" experience for youngest students



# Targeted Groups



- Kindergarten and First Graders
- Disadvantaged youth
- Students identified through our MTSS process who have social/emotional, academic, and/or behavioral needs
- Special education students

## Options for supporting targeted groups:

***Fully remote model:*** Target groups could access the building and receive additional direct instruction and interventions as needed.

***Half day model:*** Targeted groups could come in early or stay late during the transition times to receive additional direct instruction and interventions.

# ORMS – Model 1

Grades 5 & 6 AM/PM

Grades 7 & 8 – 2 Days a Week

Wednesday – Re-learning Day

## Benefits

- Equity
- Students Less Screen Time
- Students seen 4 days a week Gr. 5 & 6  
2 days a week Gr. 7 & 8
- Builds School Community
- Allows for Targeting Learning

## Challenges

Busing  
Cleaning  
Monitory Movement  
Staffing  
Meals  
P.P.E Costs

Grades 5 & 6 in school every day for ½ a day Grade 7 & 8 in school every other day

- Whole school is on Blue/White schedule (A/B)
- 5<sup>th</sup> graders come to school every day for ½ day (2 core classes, UA, Bobcat/music, and Advisory)
- 6<sup>th</sup> graders come to school every day for ½ day (2 core classes, UA or WL, Bobcat/music, and Advisory)
- 7<sup>th</sup> and 8<sup>th</sup> grade (50% of students) come to school every other day for a full day (block scheduling – 2 core classes, UA or WL, Bobcat/music, and Advisory)

Grade 5 3 <sup>rd</sup> Floor	Grade 5 2 <sup>nd</sup> Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavour 8
8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance
8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory
8:40-9:20 Core	8:40-9:20 Core	8:40-9:20 UA WL A/B	8:40-9:20 WL UA B/A	8:45-10:15 Core	8:45-10:15 Core	8:45-10:15 Core	8:45-10:15 Core
9:20-10:00 UA	9:20-10:00 Core	9:20-9:45 Bobcat/Music (A)	9:20-9:45 Bobcat/Music (A)				
10:00-10:40 Core	10:00-10:40 UA	9:45-10:25 Core	9:45-10:25 Core	10:25-11:55 UA	10:25-11:55 WL	10:15-11:45 Core	10:15-11:45 Core
10:40-11:00 Bobcat/Music	10:40-11:00 Bobcat/Music	10:25-11:05 Core	10:25-11:05 Core				
11:00-11:30 Lunch/dismissal	11:00-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	12:00-12:30 Lunch/Recess	12:00-12:30 Lunch/Recess	11:50-12:40 Bobcat/Music (A)	11:50-12:40 Bobcat/Music (B)
11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	12:35-2:05 Core	12:35-2:05 Core	12:45-1:15 Lunch/Recess	12:45-1:15 Lunch/Recess
12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance			1:20-3:00 WL	1:20-3:00 UA
12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	2:10-3:00 Bobcat/Music (A)	2:10-3:00 Bobcat/Music (B)		
12:35-1:15 Core	12:35-1:15 Core	12:35-1:15 UA A/B	12:35-1:15 WL B/A	3:00-3:05 Pack up	3:00-3:05 Pack up	3:00-3:05 Pack up	3:00-3:05 Pack up
1:15-1:55 UA	1:15-1:55 Core	1:15-1:55 Core	1:15-1:55 Core				
1:55--2:35 Core	1:55-2:35 UA	1:55--2:20 Bobocat/Music	1:55--2:20 Bobocat/Music				
2:35-3:00 Bobcat/Music	2:35-3:00 Bobcat/Music	2:20-3:00 Core	2:20-3:00 Core				

# ORMS – Model 2

Grades 5 - 8 AM/PM

Wednesday – Re-learning Day

## Benefits

- Equity
- Students Less Screen Time
- Students seen 4 times a week
- Builds School Community
- Allows for Targeting Learning
- Consistent with K -4

## Challenges

Busing  
Cleaning  
Monitory Movement  
Staffing  
Meal schedule  
P.P.E Costs

# ORMS – Model 2

Grades 5 - 8 Two Days per Week  
Wednesday – Re-learning Day

## Benefits

- Equity
- Students Less Dependent on Technology
- Students seen 2 times a week
- Builds School Community
- Allows for Targeting Learning

## Challenges

Busing  
Cleaning  
Monitory Movement  
Staffing Needs  
P.P.E Costs  
Less Contact Time with Students

## Grades 5-8 in school every day for ½ day

- Whole school is on Blue/White schedule (A/B)
- Grade 5 comes to school every day for ½ day (2 core classes, UA, Bobcat/music, and Advisory)
- Grades 6-8 come to school every day for ½ day (core classes, UA or WL, Bobcat/music, and Advisory)
- Grades 6-8 core classes can be block (meet once a week) or every other day (meet twice a week)
- Allows for less dependence on technology – not as much screen time

Grade 5 3 <sup>rd</sup> Floor	Grade 5 2nd Floor	Globetrotters 6	Explorers 6	Summit 7	Peak 7	Inspire 8	Endeavour 8
8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance	8:05-8:15 Attendance
8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory	8:15-8:40 Advisory
8:40-9:20 Core	8:40-9:20 Core	8:40-9:20 UA WL A/B	8:40-9:20 WL UA B/A	8:40-9:05 Bobcat/Music	8:40-9:05 Bobcat/Music	8:40-9:20 Core	8:40-9:20 Core
9:20-10:00 UA	9:20-10:00 Core	9:20-9:45 Bobcat/Music (A)	9:20-9:45 Bobcat/Music (A)	9:05-9:45 UA WL A/B	9:05-9:45 UA WL B/A	9:20-10:00 Core	9:20-10:00 Core
10:00-10:40 Core	10:00-10:40 UA	9:45-10:25 Core	9:45-10:25 Core	9:45-10:25 Core	9:45-10:25 Core	10:00-10:25 Bobcat/Music	10:00-10:25 Bobcat/Music
10:40-11:05 Bobcat/Music	10:40-11:05 Bobcat/Music	10:25-11:05 Core	10:25-11:05 Core	10:25-11:05 Core	10:25-11:05 Core	10:25-11:05 UA WL A/B	10:25-11:05 UA WL B/A
11:00-11:30 Lunch/dismissal	11:00-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal	11:05-11:30 Lunch/dismissal
11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch	11:30-12:00 Drop-off/Lunch
12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance	12:00-12:10 Attendance
12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory	12:10-12:35 Advisory
12:35-1:15 Core	12:35-1:15 Core	12:35-1:15 UA WL A/B	12:35-1:15 WL UA B/A	12:35-1:00 Bobcat/Music	12:35-1:00 Bobcat/Music	12:35-1:15 Core	12:35-1:15 Core
1:15-1:55 UA	1:15-1:55 Core	1:15-1:40 Bobcat/Music (A)	1:15-1:40 Bobcat/Music (A)	1:00-1:40 UA WL A/B	1:00-1:40 UA WL B/A	1:15-1:55 Core	1:15-1:55 Core
1:55--2:35 Core	1:55-2:35 UA	1:40-2:20 Core	1:40-2:20 Core	1:40-2:20 Core	1:40-2:20 Core	1:55-2:20 Bobcat/Music	1:55-2:20 Bobcat/Music
2:35-3:00 Bobcat/Music	2:35-3:00 Bobcat/Music	2:20-3:00 Core	2:20-3:00 Core	2:20-3:00 Core	2:20-3:00 Core	2:20-3:00 UA WL A/B	2:20-3:00 UA WL B/A

# MTSS: Targeted Learners

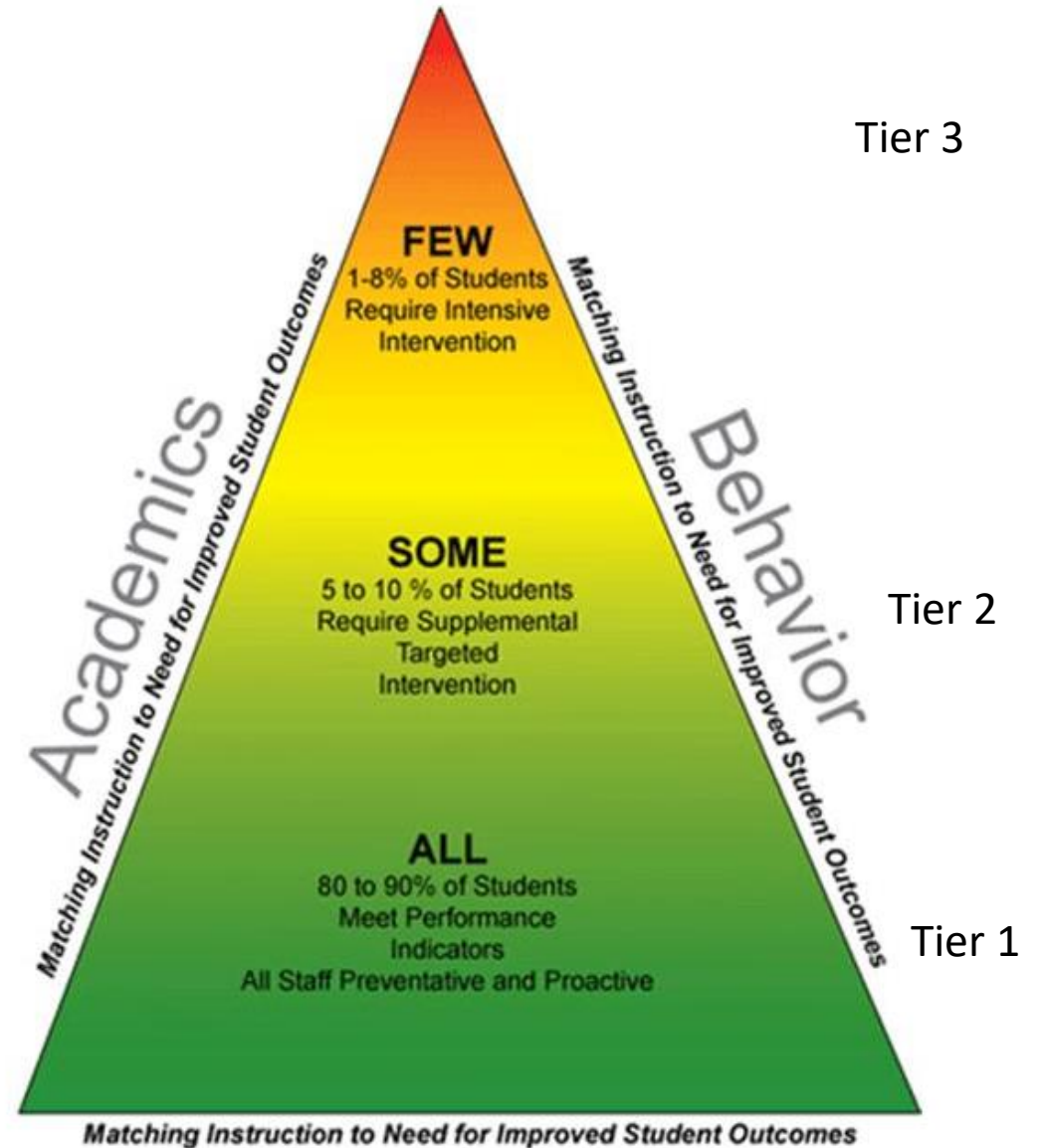
MTSS allows us to use strategies to personalize a student's educational experience allowing for equity and opportunity for student success.

Some indicators that ORHS examines for such personalization include (but are not limited to):

If students had difficulty with Remote Learning in the spring 2020.

Behaviors: absenteeism, nurse visits, counselor and teacher referrals, social emotional needs, etc.

Academic: teacher and counselor referrals, grades, performance on assessments, etc.



## Targeted Assistance Groups:

<u>Group</u>	<u>How to identify</u>	<u>Supports implemented/monitored:</u>
1. Special Education, 504	Caseloads given to case managers	Ensure hours of school day or remote meet service needs
2. Multi-Tiered Systems of Support (MTSS)	MTSS Student Matrix	HS = Advisory/Flex MS = Bobcat Time in schedule Elementary = MTSS Time
3. Remote learning Challenges	Teacher Input	Identify a key staff member to connect, monitor, and problem solve with student
4. Social-Emotional Concerns	Counselor & Teacher Input	Advisory regularly Identify resources needed- Parent communication Counselor consultation with team Regular or as needed counseling Outside referral process
5. Poor attendance	Counselor & Teacher Input (2019-2020SY) Daily attendance in-school session Attendance for each class- remote	Attendance referral form to Admin.- Administration follow up with staff, Counselor, and parents if needed
6. 5 <sup>th</sup> grade	All 5 <sup>th</sup> Grade Students	Introduction to Building Teacher/Student Meet & Greet Increase teacher/student interaction- I.e. Daily morning meeting or advisory
7. Pre-K, Kindergarten, 1st Grade		
8. 9 <sup>th</sup> Grade		



# OR HIGH SCHOOL

Goal is for ORHS is to provide a safe and equitable environment for rigorous and engaging studies which reflects our Vision of a Graduate and Mission as a school.

## Vision of a Graduate

- Students strive to develop and master transferable academic, social and emotional skills, our graduates will be capable and empowered individuals who demonstrate a critical awareness of self and an empathetic awareness of others.

## Mission

- Oyster River High School promotes a safe and nurturing community where the uniqueness of each member is valued. In this spirit, we are committed to becoming educated, ethical, responsible citizens who strive to contribute positively toward the betterment of ourselves, our school, our society and our world.

# First two weeks of school for students

## Orientation Goals:

- Build connections with kids and transition to the new school year.
- Provide specific training focused on areas that we know kids struggled with in the remote setting.
  - Schoology
  - Teams
  - PowerSchool
  - Email
  - Digital Citizenry and Academic Integrity
  - Executive Functioning
  - SEL/Mental Health and Wellness
  - Use of FLEX and Access to Faculty
  - And other areas as determined

# Model 1 – 50% return per day/alternating days (alphabetical/or by grade) – all students 2 days/week

## Benefits:

- Equity
- In person/in time monitoring of student learning and growth for academic success (which compliments remote instruction and learning)
- SEL/Mental Health Supports in Person
- Human Connection
- School Community

## Challenges:

- 425 students - mixing cohorts and social distancing
  - Electives, lunch, hallways, larger classes, classroom size, student privilege, arrival and dismissals
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Faculty and students who do not return –Staff Dependent with faculty dependent classes
- Creation of robust and engaging curriculum and instruction for dual modes (remote and in-person)

# Bell Schedule

Classes are on alternating days A Day and B Day

Classes are blocks of time

Same schedule could be used regardless of model making transitions between models easier.

Schedule has been created/adjusted according to student input.

Time	Bell Schedule
8:00-8:15	Arrival <b>If remote quick Advisory Check In</b>
8:15-9:35	A/B Class (80 min)
9:40-11:00	<i>C/FLEX Students report to Advisory and schedule out as normal.</i> <b>If remote 9:40-10:10 Advisory and 10:10-11:00 Office Hours</b>
11:05–11:35 11:35 12:05	Half Lunch/Half Advisory Half Advisory/Half Lunch
12:10-1:30	F/D
1:35-2:55	E/G
2:55-3:05	Dismissal

# Weekly Rotation with alternating 50% model

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Day 1 – A,C, F, Lunch, E	Blue Day 2 – A, C, F, Lunch, E	8:15-10:15 9 <sup>th</sup> Grade at ORHS for programing/Divided Alphabetically (cohorts)	White Day 1 – B, FLEX/Advisory, D, G	White Day 2 – B, FLEX/Advisory, D, G
50% at ORHS (Group 1)– synchronous	50% at ORHS (Group 2) – synchronous	8:15 – 11:30 Remote Relearning & Reassessment	50% at ORHS (Group 1)- synchronous	50% at ORHS (Group 2) – synchronous
50% Remote (Group 2) - asynchronous	50% Remote (Group 1) - asynchronous	12:30 – 3:05 Faculty Planning & Meetings Curriculum Work	50% Remote (Group 2) – asynchronous	50% Remote (Group 1) – asynchronous
<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>	<i>*Special Circumstances may incline us to bring in additional students</i>

# Model 2– Start with In-Person FLEX and Additional Learners slowly introduce classes, mixing cohorts.

## Benefits:

- Small Cohorts, social distancing and cleaning
- Equity
- Some SEL/Mental Health Supports in Person
- Some human connection, school community and in person monitoring
- Ability to bring in students who need more frequent check-ins
- Focus on creation of robust and engaging remote curriculum and instruction (single mode)

## Challenges:

- Regulating movement in building
- School Community/Climate
- Limited in person
- Faculty time to adjust curriculum & instruction
- Structure/protocols to determine individuals or groups for in-person experience (examples: 9th grade transition or student needing services)

## 50% Per Session – 100% per Day

### Model for first two weeks of school with Model 2

Monday 8/31	Tuesday 9/1	Wednesday 9/2	Thursday 9/3	Friday 9/4
8:15-10:15 9th and 11th Grade Orientation, report to advisory for the period 10:30 – 12:30 – Faculty Planning & Meetings, Curriculum Work 1:05 - 3:05 10th and 12th Grade Orientation, report to advisory for the period	8:15-10:15 10th and 12th Grade Orientation, report to advisory for the period 10:30 – 12:30 – Faculty Planning & Meetings, Curriculum Work 1:05 – 3:05 9 <sup>th</sup> and 11 <sup>th</sup> Grade Orientation, report to advisory for the period	Blue Day - Remote	White Day - Remote	No School
Monday 9/7	Tuesday 9/8	Wednesday 9/9	Thursday 9/10	Friday 9/11
No School	Blue Day – Remote – Election Day	White Day – Remote	8:15-10:15 10th and 12th Grade Orientation, report to advisory for the period 12:30 – Faculty Planning, Meetings & Curriculum Work 1:05 – 3:05 9th and 11th Grade Orientation, report to advisory for the period	8:15-10:15 9th and 11th Grade Orientation, report to advisory for the period 10:30 – 12:30 – Faculty Planning & Meetings, Curriculum Work 1:05 - 3:05 10th and 12th Grade Orientation, report to advisory for the period

# Learning Schedule

Classes are on alternating days A Day and B Day

Classes are blocks of time

Same schedule could be used regardless of model making transitions between models easier.

In person FLEX would occur once a week. Students would schedule themselves or faculty would schedule students during this time using Adaptive Scheduler.

**\*Monitor cohort success then begin to introduce classes such as Science, Culinary, Art, Tech Ed, Orchestra, etc.**

Time	Bell Schedule
<del>8:00-8:15</del>	Arrival
8:15-9:35	A/B Class (80 min)
9:40-11:00	C/FLEX 9:40-10:10 Advisory 10:10-11:00 Office Hours
11:05-12:05	Lunch
12:10-1:30	F/D
1:35-2:55	E/G
<del>2:55-3:05</del>	Dismissal



## In Person FLEX & Additional Learners Model– Goal is to create small cohorts and have kids on campus for one on one time with faculty.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Blue Day – Remote - A,C, F, Lunch, E</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>	<p>White Day – Remote – B, FLEX/Advisory, D, G</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>	<p>8:15-10:15 9th and 11th Grade, report to advisory for the period</p> <p>10:30 – 12:30 – Faculty Planning, Meetings &amp; Curriculum Work</p> <p>1:05 - 3:05 10th and 12th Grade, report to advisory for the period</p>	<p>Blue Day – Remote - A, C, F, Lunch, E</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>	<p>White Day - Remote – B, FLEX/Advisory, D, G</p> <p>*Monitor cohort success then begin to introduce elements of Model 1.</p>
<p><i>*Special Circumstances may incline us to bring in additional students</i></p>	<p><i>*Special Circumstances may incline us to bring in additional students</i></p>	<p><i>*Special Circumstances may incline us to bring in additional students</i></p>	<p><i>*Special Circumstances may incline us to bring in additional students</i></p>	<p><i>*Special Circumstances may incline us to bring in additional students</i></p>

# MTSS: Targeted Learners

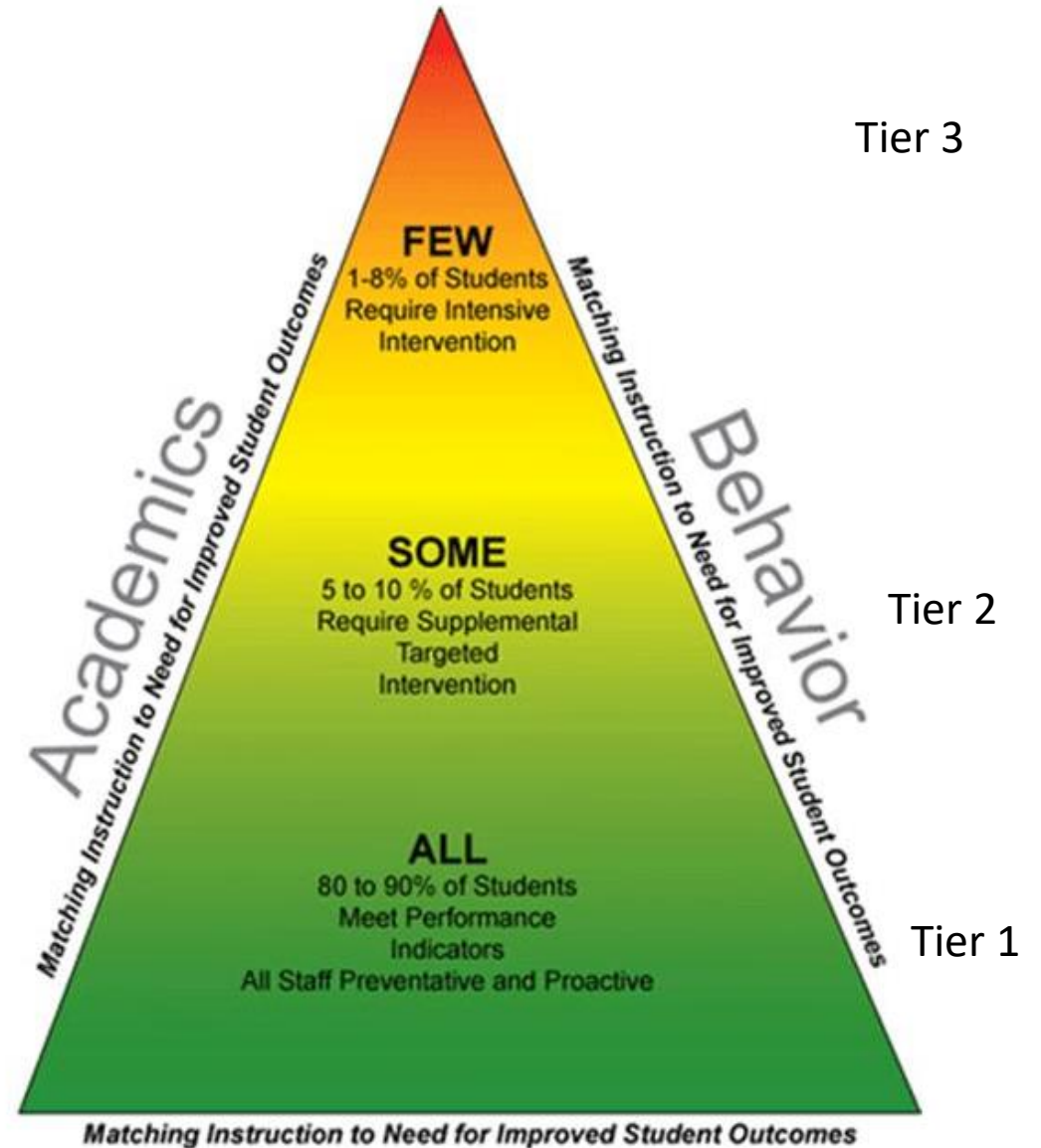
MTSS allows us to use strategies to personalize a student's educational experience allowing for equity and opportunity for student success.

Some indicators that ORHS examines for such personalization include (but are not limited to):

If students had difficulty with Remote Learning in the spring 2020.

Behaviors: absenteeism, nurse visits, counselor and teacher referrals, social emotional needs, etc.

Academic: teacher and counselor referrals, grades, performance on assessments, etc.



## Targeted Assistance Groups:

<u>Group</u>	<u>How to identify</u>	<u>Supports implemented/monitored:</u>
1. Special Education, 504	Caseloads given to case managers	Ensure hours of school day or remote meet service needs
2. Multi-Tiered Systems of Support (MTSS)	MTSS Student Matrix	HS = Advisory/Flex MS = Bobcat Time in schedule Elementary = MTSS Time
3. Remote learning Challenges	Teacher Input	Identify a key staff member to connect, monitor, and problem solve with student
4. Social-Emotional Concerns	Counselor & Teacher Input	Advisory regularly Identify resources needed- Parent communication Counselor consultation with team Regular or as needed counseling Outside referral process
5. Poor attendance	Counselor & Teacher Input (2019-2020SY) Daily attendance in-school session Attendance for each class- remote	Attendance referral form to Admin.- Administration follow up with staff, Counselor, and parents if needed
6. 5 <sup>th</sup> grade	All 5 <sup>th</sup> Grade Students	Introduction to Building Teacher/Student Meet & Greet Increase teacher/student interaction- le. Daily morning meeting or advisory
7. Pre-K, Kindergarten, 1st Grade		
8. 9 <sup>th</sup> Grade		

# Grading, Reporting and Marking Periods

Two areas ORHS staff have identified as hurdles to teaching and learning.

- Curriculum design, instruction and assessment of student acquisition of knowledge should be flexible for the entirety of the course.
- Grading and reporting should tell students that they are learners who are growing and gaining proficiency over time. Learning for anyone does not happen in a single snapshot and
- Research tells us 0's, 10's 20's do not motivate learners – Fear and shame should not be used as motivators for adults or children.

Provide flexibility in instruction and learning throughout the semester. Report home same number of times but shift to what Colleges and Universities use and mark only at the close of the course (semester and year end).

Disaggregate the “F” into parts for teachers to better communicate student learning with students and parents/guardians. Encouraging students to continue to learn and grow without shame and fear.

- IE – Insufficient Evidence
- NYC – Not Yet Competent

# We all hope for full return to school. Models will evolve and we hope to introduce more students over time.

Research shows that, “Even a brief intervention with students designed to boost their hope led to a measurable increase in life satisfaction.” – Shane J. Lopez

It is important to view this, and to talk to kids about this, as an evolving process. This is only our starting point.

- Begin: With In-Person FLEX as presented
- Mix cohorts within two grade levels or open select courses for multiple grade level cohort mixing
- Increase numbers of cohort mixing until we can fully open.
- Be fluid as conditions and guidance changes.



# Board Workshop Parent Survey Workshop 2

July 30, 2020  
ORHS Library

# ORCSD School Re-entry Planning Survey

- Friday, July 24, 2020
- The District did a parent survey last week. It is NOT a scientific sampling of parents. It is a broad indicator of parental preference

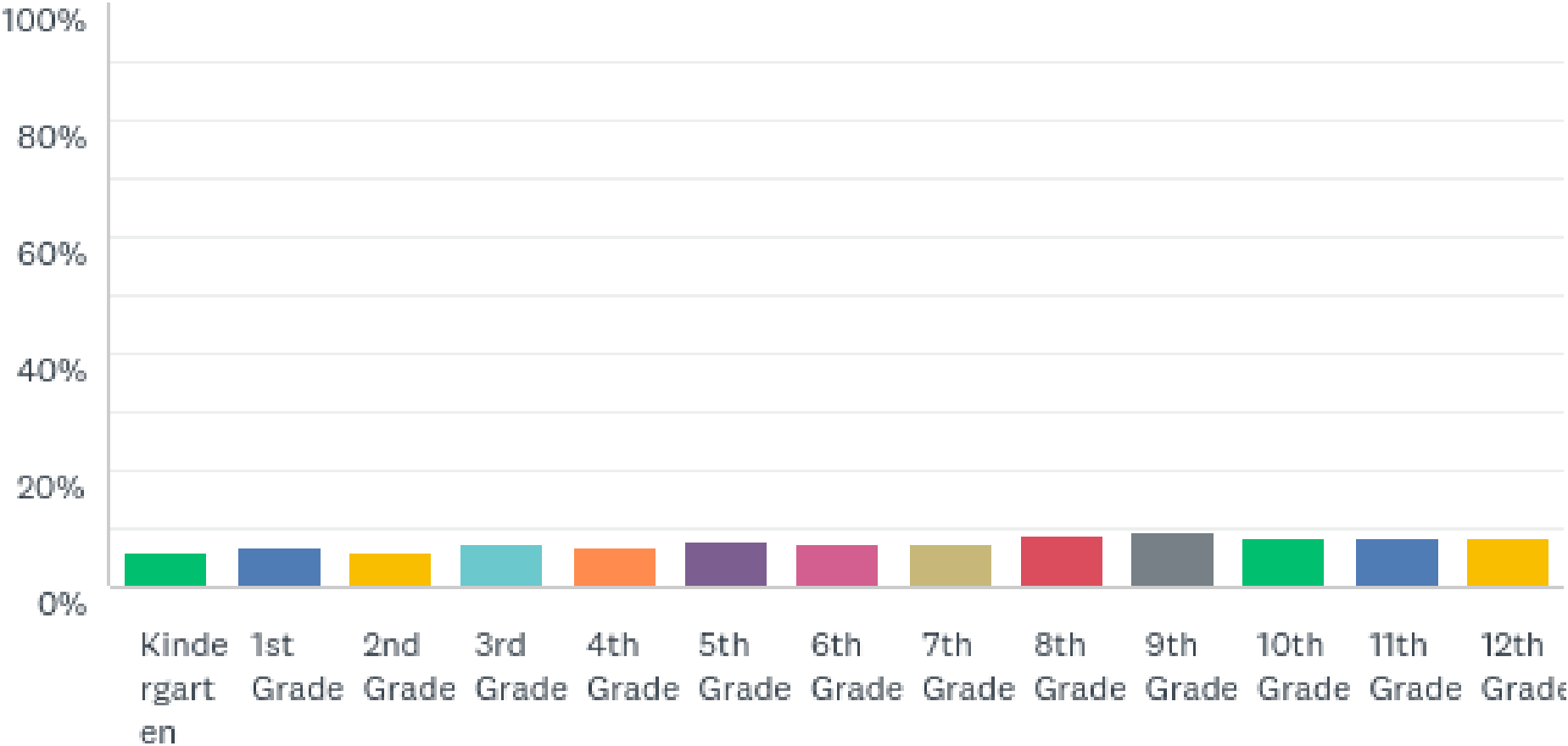
1757

Total Responses

- Date Created: Wednesday, July 15, 2020
- Complete Responses: 1757

# Q1: What grade will your child be in for the fall of 2020?

- Answered: 1,755 Skipped: 2





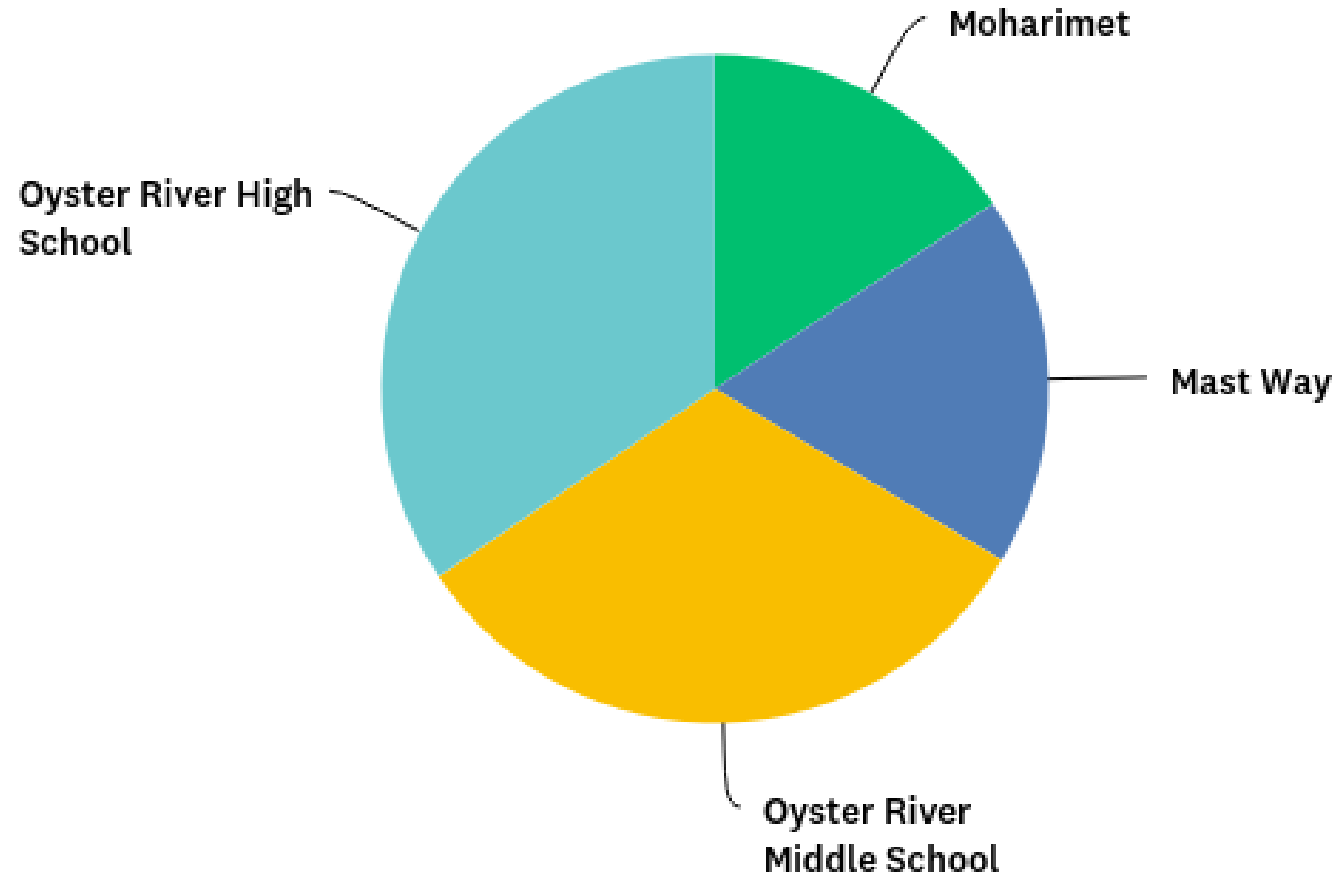
# Q1: What grade will your child be in for the fall of 2020?

- Answered: 1,755 Skipped: 2

ANSWER CHOICES	RESPONSES	
Kindergarten	5.98%	105
1st Grade	7.01%	123
2nd Grade	6.04%	106
3rd Grade	7.58%	133
4th Grade	7.07%	124
5th Grade	8.03%	141
6th Grade	7.64%	134
7th Grade	7.35%	129
8th Grade	8.83%	155
9th Grade	9.29%	163
10th Grade	8.66%	152
11th Grade	8.26%	145
12th Grade	8.26%	145
<b>TOTAL</b>		<b>1,755</b>

## Q2: What school will your child be attending in the fall of 2020?

- Answered: 1,755 Skipped: 2



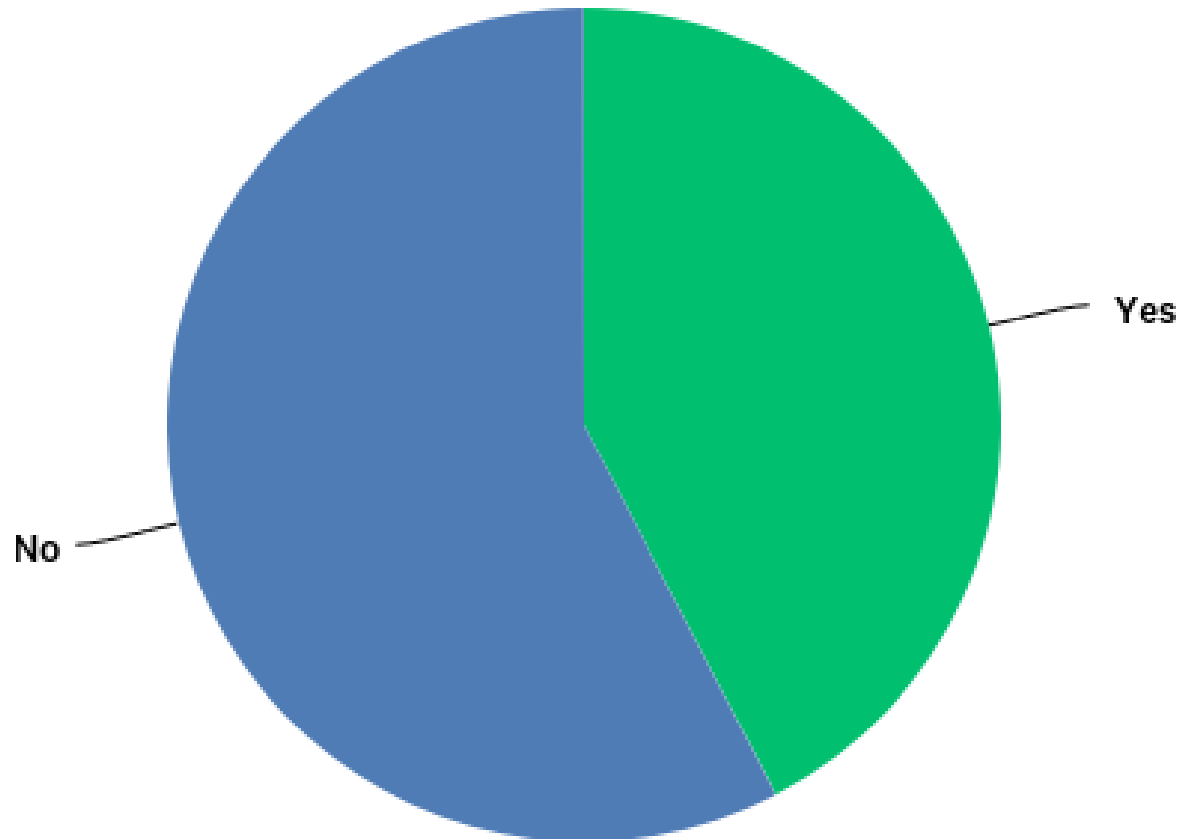
## Q2: What school will your child be attending in the fall of 2020?

- Answered: 1,755 Skipped: 2

ANSWER CHOICES	RESPONSES	
Moharimet	15.67%	275
Mast Way	17.89%	314
Oyster River Middle School	31.97%	561
Oyster River High School	34.47%	605
TOTAL		1,755

**Q3: The maximum capacity of an Oyster River bus is 77 students. We intend to run them with a maximum capacity of 39 or less. Drivers and students will be expected to wear masks. Under these circumstances will you be utilizing the Oyster River Bus system in the fall?**

• Answered: 1,748 Skipped: 9



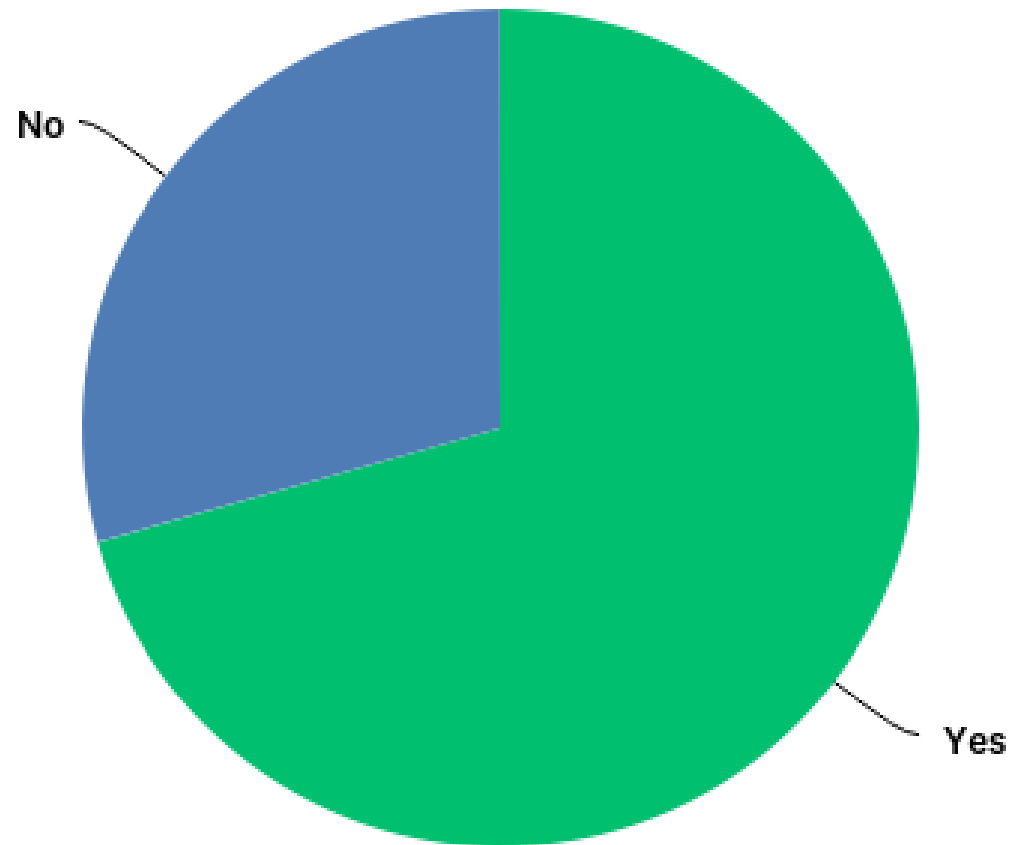
**Q3: The maximum capacity of an Oyster River bus is 77 students. We intend to run them with a maximum capacity of 39 or less. Drivers and students will be expected to wear masks. Under these circumstances will you be utilizing the Oyster River Bus system in the fall?**

• Answered: 1,748 Skipped: 9

<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	
Yes	42.39%	741
No	57.61%	1,007
<b>TOTAL</b>		<b>1,748</b>

## Q4: In the past has your child ridden the school bus on a regular basis?

- Answered: 1,753 Skipped: 4



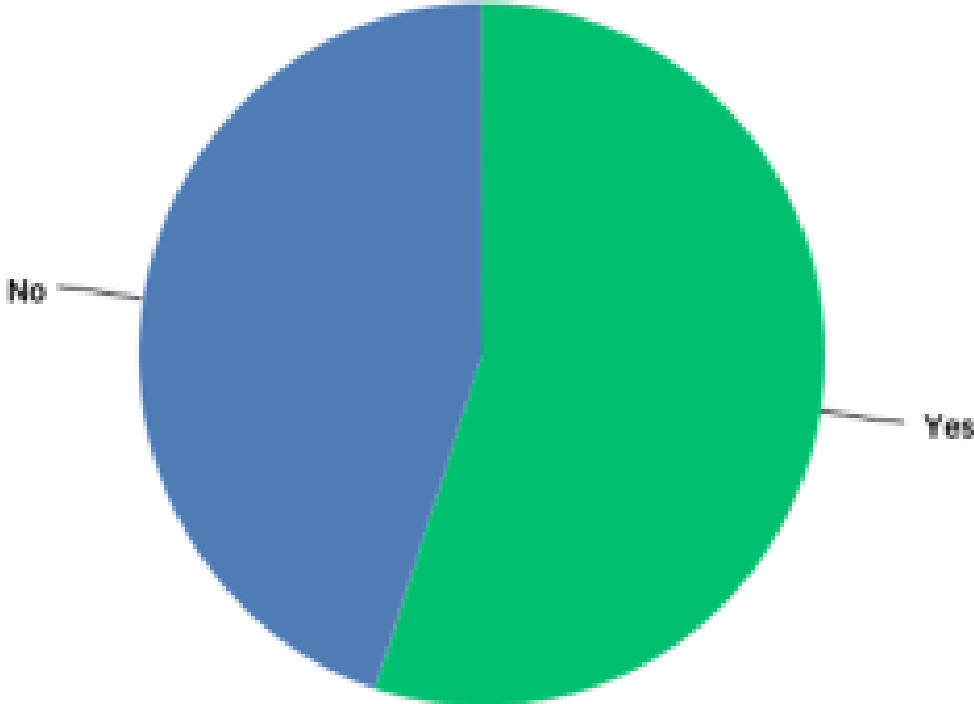
### Q4: In the past has your child ridden the school bus on a regular basis?

- Answered: 1,753 Skipped: 4

ANSWER CHOICES	RESPONSES	
Yes	70.62%	1,238
No	29.38%	515
TOTAL		1,753

# Response to Q3 for those who answered yes to having ridden OR bus in the past.

Answered: 1,233 Skipped: 5

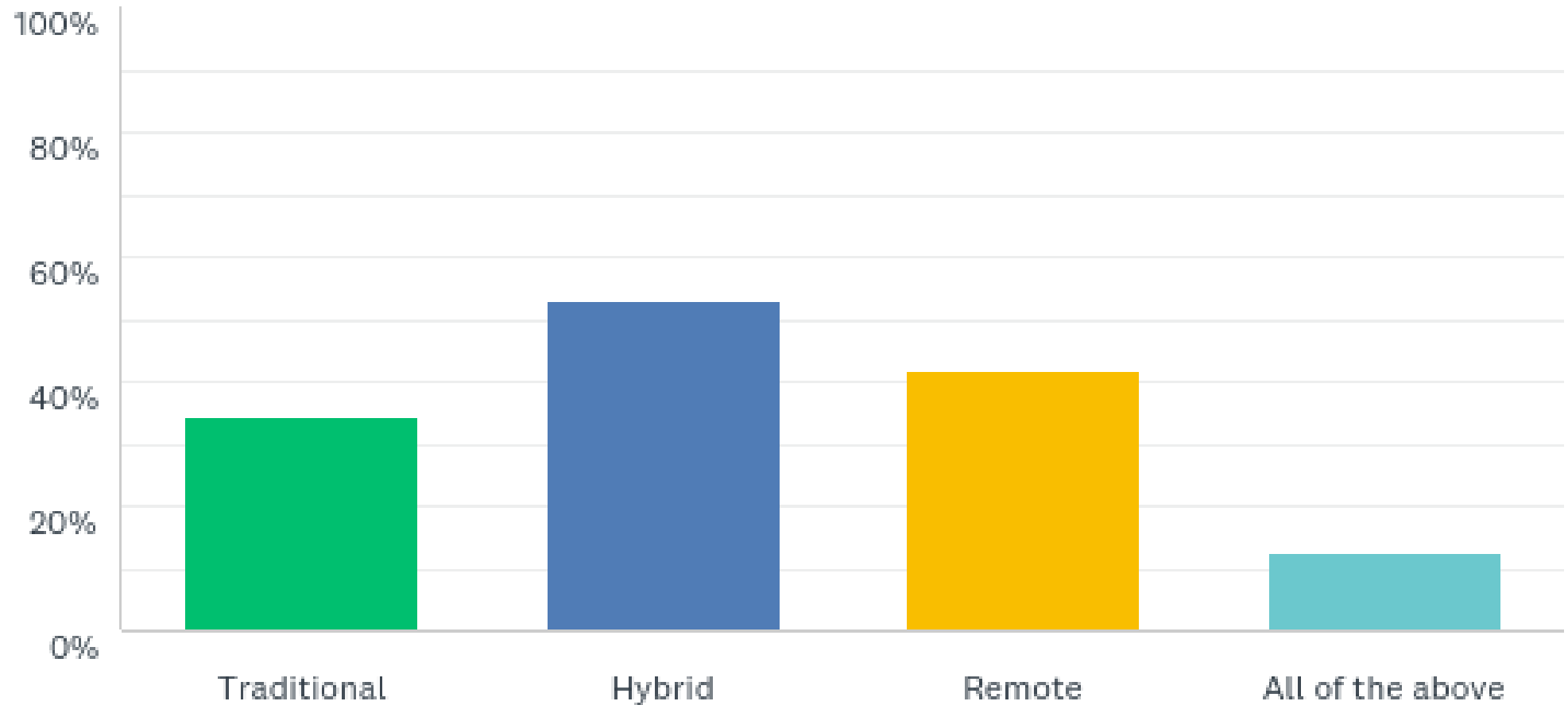


ANSWER CHOICES	RESPONSES	
Yes	55.07%	679
No	44.93%	554
TOTAL		1,233



# Q5: In which of these option(s) would you consider for your child?(Check all that apply)

• Answered: 1,752 Skipped: 5



**Q5: In which of these option(s) would you consider for your child?(Check all that apply)**

- Answered: 1,752 Skipped: 5

<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	
Traditional	34.36%	602
Hybrid	53.14%	931
Remote	41.95%	735
All of the above	12.67%	222
Total Respondents: 1,752		