



Oyster River High School 5 Models

- High School 1 - Fully Return
- High School 2 – 50% Return/Alternating Days
- High School 3 – Remote Instruction With In-Person FLEX
- High School 4 – Remote Instruction With In-Person Targeted Learners
- High School 5 – Fully Remote Instruction

High School 1 Fully Return

Using our traditional model all students and faculty return to the building. *Only Blue and White Days/No Bobcat Days

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:

- 850 students & 200 adults - mixing cohorts and social distancing
 - Electives, lunch, hallways, larger classes, classroom size, student privilege, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

High School 2

50% return per day/alternating days (by grade)

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 & 200 adults - mixing cohorts and social distancing
 - Electives, lunch, hallways, larger classes, classroom size, student privilege, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

Weekly Rotation Alternating 50% by Grade

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Day 1 (9&11) – A,C, F, Lunch, E	Blue Day 2 (10&12)– A, C, F, Lunch, E	8:15-10:15 9 th Grade at ORHS for programing/Divided by grade (cohorts)	White Day 1 (9&11) – B, FLEX/Advisory, D, G	White Day (10&12) 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>

High School 3

Remote Instruction with In-Person FLEX and Additional Targeted Learners

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:

- Monitoring movement in building
- Ensuring people adhere to social distancing, proper use of PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Staff who do not return

Remote Instruction With In-Person FLEX Model

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Blue Day – Remote - A,C, Lunch, F, E</p>	<p>White Day – Remote – B, FLEX/Advisory, Lunch, D, G</p>	<p>8:15-10:15 Targeted Group 10:30 – 12:30 – Faculty Planning, Meetings & Curriculum Work 1:05 - 3:05 Targeted Group</p> <p>Students report directly to their advisory and remain there until they are scheduled out, FLEX scheduling as normally practiced. Advisory is utilized as the primary cohort.</p> <p>Faculty will be expected to work from the building on Wednesdays.</p>	<p>Blue Day – Remote - A, C, Lunch, F, E</p>	<p>White Day - Remote – B, FLEX/Advisory, Lunch D, G</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>

Example of Pre-determined In Person FLEX Scheduling

- September 23rd – 12th grade for SAT's – NH State Testing, approximately 8:15-1:30 with Faculty Planning, Meetings & Curriculum Work after SAT's *
- September 30th – AM FLEX 9th Grade, PM FLEX 11th Grade *
- October 7th – AM FLEX 10th Grade, PM FLEX 12th Grade *
- October 14th – 11th grade for PSAT NMSQT, approximately 8:15-1:30 with Faculty Planning, Meetings & Curriculum Work after PSAT's *
- October 21st – AM FLEX 9th Grade, PM FLEX 10th Grade *
- October 28th – AM FLEX 11th Grade, PM FLEX 12th Grade *

*As well as, targeted students who do not fall within these grades
- *Special Circumstances may incline us to bring in additional students (possibly on additional days)*

High School 4

Fully Remote With Targeted Learners

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
- Monitoring Social Distancing & Proper Use of PPE
- 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)

Remote Instruction With Targeted Groups

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Day – Remote - A,C, Lunch, F, E	White Day – Remote – B, FLEX/Advisory, Lunch, D, G	8:15 – 12:15 Student Relearning and Reassessment Day 12:15 – 12:30 Advisory Check-In 12:30 – 1:30 Lunch 1:00 – 1:30 Clubs with Students 1:30 – 3:30 Prof. Dev./Dept. Meetings 1:30 – 3:30 Independent Open Learning/Study Period for Students	Blue Day – Remote - A, C, Lunch, F, E	White Day - Remote – B, FLEX/Advisory, Lunch D, G
<i>*Targeted students may be working from school with supports</i>	<i>*Targeted students may be working from school with supports</i>	<i>*Targeted students may be working from school with supports</i>	<i>*Targeted students may be working from school with supports</i>	<i>*Targeted students may be working from school with supports</i>

High School 5 Fully Remote

Benefits:

- Health and Safety: Social distancing, cleaning spaces and materials
- Focus on creation of robust and engaging remote curriculum and instruction (single mode)
- Predictability for families

Challenges:

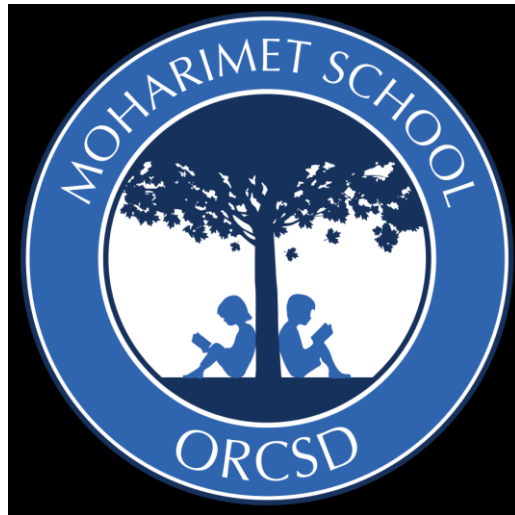
- Supports for students: SEL, Mental Health and Wellness, Academic, Nutrition Services, etc.
- Equity
- School Community/Culture & Climate
- Adjustment of curriculum, instruction and assessment practices
- Attendance and monitoring students – lack of in person monitoring

Fully Remote

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Blue Day – Remote - A,C, Lunch, F, E</p>	<p>White Day – Remote – B, FLEX/Advisory, Lunch, D, G</p>	<p>8:15 – 12:15 Student Relearning and Reassessment Day</p> <p>12:15 – 12:30 Advisory Check-In 12:30 – 1:30 Lunch 1:00 – 1:30 Clubs with Students</p> <p>1:30 – 3:30 Prof. Dev./Dept. Meetings 1:30 – 3:30 Independent Open Learning/Study Period for Students</p>	<p>Blue Day – Remote - A, C, Lunch, F, E</p>	<p>White Day - Remote – B, FLEX/Advisory, Lunch D, G</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>

Learning Schedule For All Models

Time	Bell Schedule Blue Day/White Day
8:00-8:15	Arrival
8:15-9:35	A/B Class (80 min)
9:40-11:00	C/FLEX FLEX Divided in Remote Model: 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
2:55-3:05	Dismissal



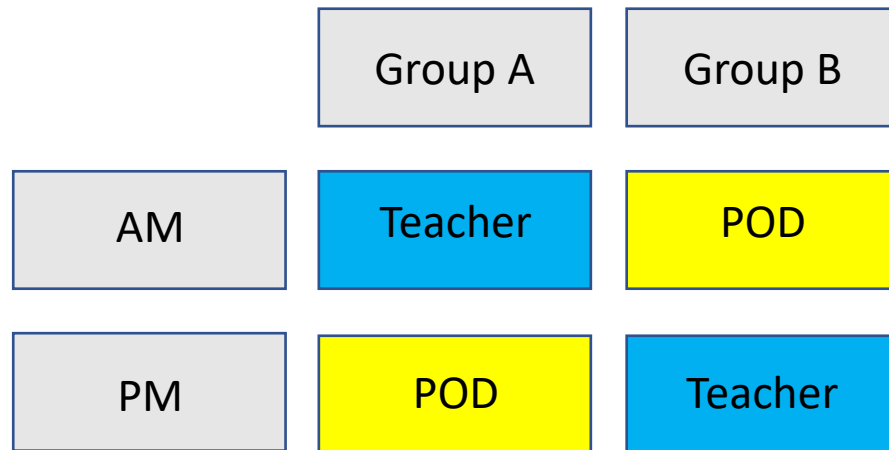
K-4 Models

- Elementary 1 - Fully In-Person Model
- Elementary 2 – Hybrid AM/PM Half-Day Model
- Elementary 3 – Hybrid AM/PM Half Days K-2; Targeted Remote 3&4
- Elementary 4 – Fully Remote Model K-4

Elementary 1

Full In-Person Model

- Classes split into 2 groups to create 6 ft distancing
- Students learn for ½ day with teacher - lessons
- Students learn for ½ day with “pod” on campus - remote platform, UA lessons
- Pod is staffed with paraeducators, tutors, Encore/UA teachers



- Not all classrooms are large enough for a full class at 6 ft distancing
- Neither school has enough individual, additional spaces for all pods
- Current staffing cannot support all pods

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

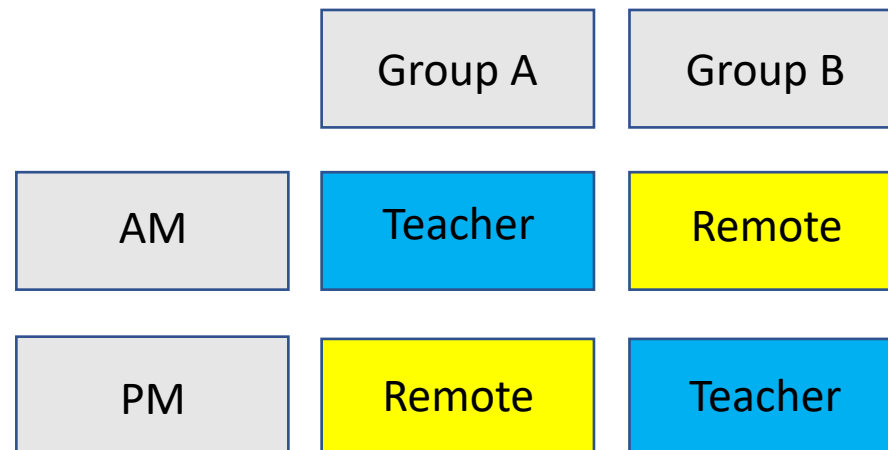
- **Remote Challenges**

- 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 2

K-4 Hybrid Model: AM/PM Half-Day

- In-person classes @ 10-12 students
- Students learn for ½ day in-person and ½ day remotely off campus
- All students and staff wear masks, 6ft distancing, and follow other health guidelines
- Remote learning assignments will be directly connected with in-person learning- a mix of tech and no-tech
- Students continue learning at home with an integration of in class assignments and remote instruction



Elementary 3

Hybrid Model: AM/PM Half Days K-2; Targeted Remote 3&4

- K – 2nd grade classes split into 2 groups; AM/PM - 4 days a week.
- In-person classes @ 10-12 students
- Students learn for ½ day in-person and ½ day remotely off campus
- 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
- Grades 3&4 remote learning with targeted, scheduled returns to school

K - 2

	Group A	Group B
AM	Teacher	Remote
PM	Remote	Teacher

3 & 4

- Remote Learning 4 Days a week
- Targeted Groups in school as needed
 - SPED/504
 - MTSS
 - SEL
 - Assessments
 - Check-in
 - Small group lesson

Elementary Hybrid Model: AM/PM Half Days for Grades K-2 /4 days a week

	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"> • ELA/Math/SS/Sci • Encore/Unified Arts • Open Circle 	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"> • ELA/Math/SS/Sci • Encore/Unified Arts • Open Circle

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 4

Fully Remote Model K-4

Example of ways students can be live with teachers throughout a remote week

Example of a Possible Full Remote Schedule – 4 days a week	
9:00 – 9:30	Open Circle/Morning Meeting – Live on Teams
9:30 –10:40	Math Focus Lesson Live on Teams: Teacher Lesson/Small Group Instruction Independent work
10:40 – 11:10	Encore/Unified Arts 15 minutes live on Teams; 15 minutes independent
11:10 -11:50	Lunch break
11:50 – 1:15	Literacy Workshop Live on Teams: Teacher Lesson/Small Group Instruction Independent work
1:15 – 2:00	Integrated Social Studies/ Science
2:00 – 2:45	Community Connection Advisor Live on Teams Office Hours

PROS

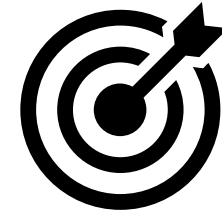
- No Risk of Exposure

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 grades K - 2
 - All students as needed in small targeted groups
 - 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

K-4 Remote/Targeted Groups Model



- All students in small groups as needed
- Disadvantaged youth
- Students identified through our MTSS process who have social/emotional, academic, and/or behavioral needs
- Special education students, 504

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.

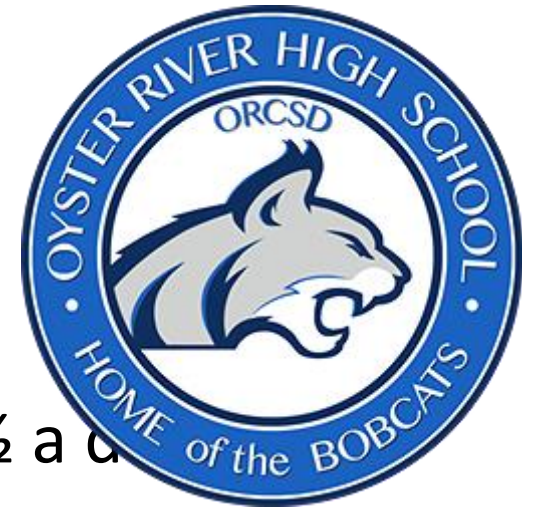
Start of School: Student Re-entry/Orientation Days

- All students will need time to debrief the spring and prepare of the changes ahead this fall
- Social Emotional Approach will be essential as we prepare to re-enter
- Learn new routines, new schedules, remote platforms
- Assessments
- Parent orientation/training/support for remote learning

Oyster River Middle School

6 Models

- Middle School 1 - Fully Return
- Middle School 2 – Grades 5-8 in school everyday for ½ a day
- Middle School 3 – Grades 5-8 in school every other day for full day
- Middle School 4 – Each grade in school for 1 day per week
- Middle School 5 – 5th grade in school 2 days – grades 6-8 remote
- Middle School 6 – Fully Remote Instruction



Middle School 1 Fully Return

Using our traditional model all students and staff return to the building

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:

- 665 students & 100+ adults - mixing cohorts and social distancing
 - Lunch, hallways, larger classes, classroom size, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

Middle School 2

Grades 5-8 in school everyday for ½ a day

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:

- 330 students & 100+ adults - mixing cohorts and social distancing
 - Lunch, hallways, larger classes, classroom size, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

Grades 5-8 in school everyday for ½ a day

Grade 5 3 rd 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/d dismissal	11:00-11:30 Lunch/d dismissal	11:05-11:30 Lunch/d dismissal	11:05-11:30 Lunch/d dismissal	11:05-11:30 Lunch/d dismissal	11:05-11:30 Lunch/d dismissal	11:05-11:30 Lunch/d dismissal	11:05-11:30 Lunch/d 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

Middle School 3

Grades 5-8 in school every other day for full day

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:

- 330 students & 100+ adults - mixing cohorts and social distancing
 - Lunch, hallways, larger classes, classroom size, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

Middle School 4

Each grade in school for 1 day per week

Benefits:

- Equity
- Targeted groups can be brought in as needed by grade level, team, advisory, etc.
- 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:

- 160-180 students & 100+ adults - mixing cohorts and social distancing
 - Lunch, hallways, larger classes, classroom size, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

Each grade in school for 1 day per week

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Grades 5 – 7 remote Grade 8 in-school Students in school ½ day</p> <p>Approximately 180 students in building (90 in the AM and 90 in the PM)</p>	<p>Grades 6 – 8 remote Grade 5 in-school Students in school ½ day</p> <p>Approximately 160 students in building (80 in the AM and 80 in the PM)</p>	<p>8:15-10:15 Targeted Group 10:30 – 12:30 – Faculty Planning, Meetings & Curriculum Work 1:05 - 3:05 Targeted Group</p> <p>Students report directly to their advisory/attendance teacher. Bobcat scheduling as normally practiced. Advisory is utilized as the primary cohort.</p> <p>Faculty will be expected to work from the building on Wednesdays</p>	<p>Grades 5, 7, 8 remote Grade 6 in-school Students in school ½ day</p> <p>Approximately 160 students in building (80 in the AM and 80 in the PM)</p>	<p>Grades 5, 6, 8 remote Grade 7 in-school Students in school ½ day</p> <p>Approximately 160 students in building (80 in the AM and 80 in the PM)</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>

Middle School 5

5th grade in school 2 days – grades 6-8 remote

Benefits:

- Targeted groups can be brought in as needed by grade level, team, advisory, etc.
- 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:

- 160-180 students & 100+ adults - mixing cohorts and social distancing
 - Lunch, hallways, larger classes, classroom size, arrival and dismissals, etc.
- Cleaning spaces and materials throughout the day
- Monitoring movement in the building
- Ensuring people adhere to PPE and protocols
- Monitoring health and wellness of students and faculty
- 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)
- Anxiety and stress related to COVID-19 – impact on school culture and climate

5th grade in school 2 days – grades 6-8 remote

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Day - Remote	<p>White Day – Grades 6-8 Remote 5th grade in building ½ AM – ½ PM</p> <p>Approximately 160 students in the building</p>	<p>8:15-10:15 Targeted Group 10:30 – 12:30 – Faculty Planning, Meetings & Curriculum Work 1:05 - 3:05 Targeted Group</p> <p>Students report directly to their advisory/attendance teacher. Bobcat scheduling as normally practiced. Advisory is utilized as the primary cohort.</p> <p>Faculty will be expected to work from the building on Wednesdays</p>	<p>Blue Day – Grades 6-8 Remote 5th grade in building ½ AM – ½ PM</p> <p>Approximately 160 students in the building</p>	White Day - Remote
<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>

Middle School 6 Fully Remote grades 5-8

Benefits:

- Focus on creation of robust and engaging remote curriculum and instruction (single mode)
- Synchronous teaching and learning
- Structured daily schedule
- Health and Safety: Social distancing, cleaning spaces and materials
- Predictability for families

*** This remote model will be used for all remote learning if in a hybrid model***

Challenges:

- Supports for students: SEL, Mental Health and Wellness, Academic, Nutrition Services, etc.
- Equity
- School Community/Culture & Climate
- Adjustment of curriculum, instruction and assessment practices
- Attendance and monitoring students – lack of in person monitoring

District Professional Development Needs/School Calendar

- Regardless of the re-entry model selected by the ORCSD there are significant planning and professional development needs for district staff. The District Leadership Team recommends the following:
 - August 24 through September 1 should be Teacher Workshop Days.
 - This provides 7 teacher work-days prior to receiving students for planning and much needed PD.
- September 2 through September 18 should be used for Re-entry Transition Orientation for students and parents to the model adopted by the School Board.
 - Students will attend school in small group cohorts for mental health/wellness and academic supports, to meet their teachers, orient to their new schedule, understand Schoology and other activities necessary to open school.
 - Virtual and in-person orientation opportunities will be offered to parents.
 - The first full-day for kids of the model selected would be September 21.

Ongoing Review and Reassessment

- It is important to note that the post-COVID 19 world is fluid situation that requires ongoing monitoring and reassessment. The model we open school with may need to change due to changes in circumstances. Our focus has been on developing system options that give us the ability to comfortably adjust to changing circumstances. This may happen suddenly due to health and safety issues. Every 9 weeks the administration and the Board will re-assess to determine whether to continue with the model or to change it.
- Based on a September 2nd start date for students the following dates would match this 9-week decision model.
 - November 9
 - January 29
 - April 9