



School Board
Meeting

November 4, 2020

Models/Phases

Gradually Increasing/Phasing

1. Fully Remote
2. Remote with Targeted Learners
3. In-Person FLEX / Larger numbers brought in gradually
4. 50% return per day/alternating days (alphabetical/or by grade) – all students 2 days/week
5. Fully In

Current Model

Time	Blue Day Monday	White Day Tuesday	Connection and Collaboration 8:15 – 12:15 Student Relearning and Reassessment / Office Hours 12:15 – 12:30 Advisory Check-In 12:30 – 1:30 Lunch & Clubs with Students 1:30 – 3:30 Prof. Dev./Dept. Meetings 1:30 – 3:30 Independent Open Learning/Study Period for Students	Blue Day Thursday	White Day Friday
8:00-8:15	Arrival (in-person students)	Arrival (in-person students)		Arrival (in-person students)	Arrival (in-person students)
8:15 – 9:35	A	B		A	B
9:40 – 11:00	C	FLEX 9:40-10:10 Advisory 10:10-11:00 Office Hours		C	FLEX 9:40-10:10 Advisory 10:10-11:00 Office Hours
11:05 – 12:05	Lunch	Lunch		Lunch	Lunch
12:10 – 1:30	F	D		F	D
1:35 – 2:55	E	G		E	G
2:55 – 3:05	Dismissal (in-person students)	Dismissal (in-person students)		Dismissal (in-person students)	Dismissal (in-person students)

Fully Remote Instruction

Targeted learners coming into the building. Approximately 60 per day. We are currently reaching 150 students.

AFTERNOON MODEL

Focuses on The Year of the Self-Aware Learner

Oyster River's Vision of Graduate

Oyster River Cooperative School District 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**.

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Awareness of Self: ORCSD students demonstrate resilience and adaptability as independent thinkers through **being self-directed, self-regulated and self-advocates who understand themselves as learners.**

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Awareness of Others: ORCSD students demonstrate ethical, empathetic and respectful thinking through being collaborative, responsible community members both locally and globally.

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Transferable Skills: ORCSD students demonstrate a growth mindset and master transferable foundational skills through critical thinking, effective communication, problem-solving skills and healthy risk taking.

Afternoon Model

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Remote Blue Day 8:15 – 12:30 8:15 – 9:15 A Period 9:20 – 10:20 C Period 10:25 – 11:25 F Period 11:30 – 12:30 E Period 12:30 – 1:30 Lunch/Travel to School</p>	<p>Remote White Day 8:15 – 12:30 8:15 – 9:15 B Period 9:20 – 10:20 D Period 10:25 – 11:25 Advisory/FLEX Period 11:30 – 12:30 G Period 12:30 – 1:30 Lunch/Travel to School</p>	<p>No Change Communication and Collaboration Day</p>	<p>No Change Remote Blue Day Classes Keep the current schedule the same</p>	<p>No Change Remote White Day Classes Keep the current schedule the same</p>
<p>1:30 – 3:15 50% In Person Or Remote Asynchronous and Remote Synchronous Opportunities 3:15 – 4:15 Possible After School Opportunities 50% In Person</p>	<p>1:30 – 3:15 50% In Person Or Remote Asynchronous and Remote Synchronous Opportunities 3:15 – 4:15 Possible After School Opportunities 50% In Person</p>			

1:30 – 3:15

- **3 Sessions, 30 min each: 1:30 – 2:00; 2:05 – 2:35; 2:40 – 3:10** - All activities are to support and reinforce remote instruction– missing the activity will not penalize students or add to student workload.
 - **Classroom Based Activities** (examples: remote lab done in person. Discussions in French. How to study for your Algebra 1 test., AP exam preparation, etc.)
 - **Academic Help/Office Hours** (examples: test corrections, assessment prep, writing a lab report, essay conference, peer tutoring, Writing Lab, Math Lab, etc.)
 - **Advisory** (Advisors can schedule a time for their advisees.)
 - **Other** (interview preparation, college visits, college application support, career readiness, course selection, SEL, etc.)
 - **Sessions for Remote Learners**
 - Remote Faculty will offer a variety of similar options for students who are also remote and are interested in opportunities outside of asynchronous learning.
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CONTACT TRACING 1:30 – 3:15

3 Sessions, 30 min each: 1:30 – 2:00; 2:05 – 2:35; 2:40 – 3:10

Adaptive Scheduler will allow us to contact trace

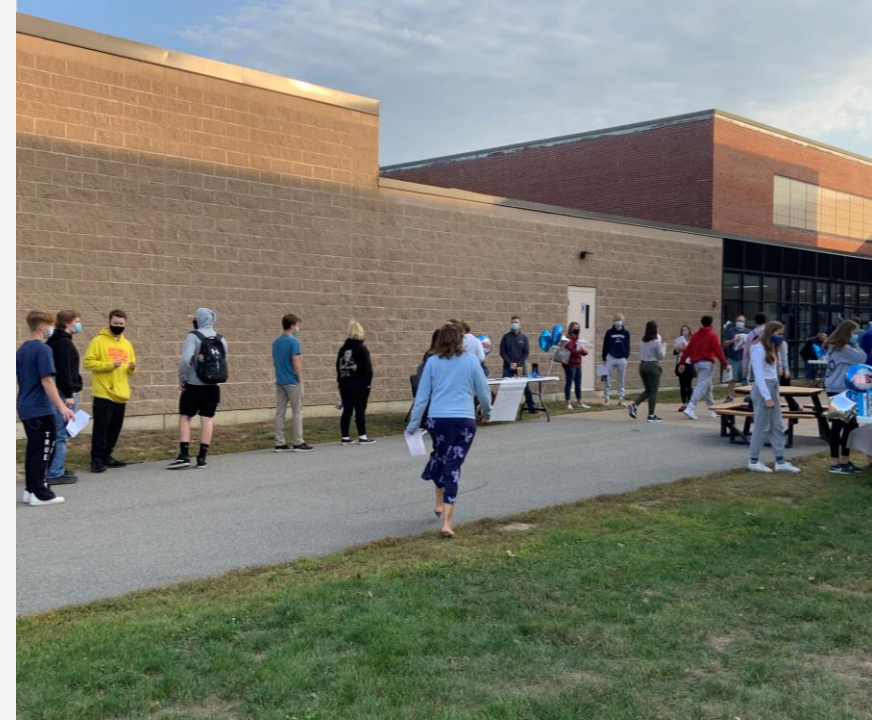
1 Student Diagnosed Positive: Close contact 30 kids and 3 adults quarantine, up to full program shut down

1 Faculty Positive: Close contact 30 kids to 60 kids quarantined and adults TBD, up to full program shut down

3:15 – 4:15 AFTERSCHOOL OPPORTUNITIES

These are set up directly by faculty with students.

- Clubs / Student Groups
- Peer Tutoring
- Enrichment
- Homework Den



PREPARATION



- Faculty re-entry to building (In Process)
 - Communication with students and families about the model
 - Plan for Special Education adjustments
 - Plan for CTE adjustments
 - Determine sessions (needs to be 10 days ahead of student arrival for Adaptive Scheduler and Busses) & communicate with families
 - Determine a system that allows for internal coverage when faculty are absent
 - Complete Adaptive Scheduler Set-Up (allowing for attendance/contact tracing)
 - Teach kids how to use Adaptive Scheduler (9th grade will need more training as they have never used Adaptive Scheduler)
 - Complete Room Preparation
 - Determine students interested to ensure appropriate space
 - Merge students already attending M & T with those coming in
 - Busses/Transportation (needs to be 7 days prior to in person day)
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