



Sanborn Regional School District

D.J. Bakie School

Chris Snyder, Principal

Lorin Caffelle, Assistant Principal

Memorial School

Ryan McCluskey, Principal

Jill Lizier, Assistant Principal

Introduction

Dear Sanborn Community,

We miss seeing our students on a daily basis, and continue to be concerned about the safety and well-being of all members of the Sanborn community. The following pages outline a plan to address our students' educational and social/emotional needs. We recognize that remote learning will never replace the experience of in-school learning. We are committed to supporting our students and families and are prepared to provide assistance to anyone who may need it, particularly emotional support. If you feel you need help or assistance, please contact your child's school and we will put you in contact with the counseling staff.

The Sanborn Regional School District Plan for Remote Learning has been developed to guide our teachers and staff as we begin the 2020-2021 school year. This document outlines the expectations for students, teachers and families and includes information to help make the remote learning experience a positive and robust one for all our students. This document will serve as a living document that is likely to evolve due to changes at the local, state, and national levels. **Please read this document thoroughly to help ensure your child's success during remote learning.**

After you read this plan, please do not hesitate to reach out to us if you have any questions or concerns.

Sincerely,

The Sanborn Regional School District Administrative Team

Thomas J. Ambrose, Superintendent
Patricia M. Haynes, PhD, Director of Teaching and Learning
Jodi Gutterman, Director of Student Services
Matthew Angell, Business Administrator
Diana Rooney, Director of Human Resources
Grace Evans, Secondary Math Coordinator
Christopher Snyder, Bakie Principal
Lorin Caffelle, Bakie Assistant Principal

Brian M. Stack, SRHS Principal
Matthew Malila, SRHS Assistant Principal
Steve Krzyzanowski, SRHS Assistant Principal
Robert Dawson, SRHS Assistant Principal
Heidi Leavitt, Director of Counseling
Christine Desrochers, SRMS Principal
Ryan McCluskey, Memorial Principal
Jill Lizier, Memorial Assistant Principal

Updated August 13, 2020

Guiding Principles

Our Mission For Remote Learning: *Why Does Our School Exist?* Learning for all, whatever it takes.

Our Vision For Remote Learning: *What Kind of School Do We Want to Be?* Our school will ensure equity through a robust, flexible, and adaptable remote learning model that provides the best possible education for all of our students.

Our Staff Values for Remote Learning: *What Must We Have to Achieve Our Vision?*

- We will provide the highest possible academic rigor in our students' learning at all times.
- We will develop meaningful relationships that support student social & emotional needs.
- We will ensure that all students have the resources needed to access their own learning.

Our School Goals For Remote Learning: *How Will We Get There?*

1. At the elementary level, learning will occur for all students using a flexible schedule, with the length of engagement adjusted according to best practices for different age groups.
 - a. Educators will increase their use of participant digital engagement tools in Zoom / Meet such as breakout rooms, chats, document sharing, and other collaborative apps.
 - b. Educators will increase personalized and independent learning opportunities for students, providing them even more reasons to engage at high levels.
2. Staff will engage in a collaborative teaming model or Professional Learning Community (PLC) that is as close to normal school operations as possible.
 - a. Staff will hold regular PLC team meetings as they would have in the traditional model.
 - b. All team meetings will focus on the four essential questions of a PLC.
3. The school will ensure strong school-wide academic support structures for all students.
 - a. Educators will document all services provided to students, both in and outside of the Special Education and 504 process / requirements.
 - b. School administrators will engage in a continual review of, and active response to, equity issues that arise as a result of remote learning.
4. Educators will provide support for the social-emotional learning concerns for all students.
 - a. All educators will be involved in regular check-ins that include:
 - i. Daily morning meetings
 - ii. Buddy lunches with the School Counselor
 - b. The school will ensure increased contact for students with specialized needs.
5. The school will provide effective communication to all stakeholders.
 - a. The school will provide weekly email newsletter updates.
 - b. All communication will be provided in a timely manner.
 - c. The school will create opportunities for stakeholders to provide ongoing feedback

Communication With Teachers and Staff

If you need to reach a staff member, the preferred method is by email. Click on your child's school name to access the staff email directory for [Bakie School](#) or [Memorial School](#). Staff members are available to answer emails between the hours of 8:00AM - 3:00PM on Monday, Tuesday, Wednesday, and Thursday. On Fridays, staff members will be available from 8:00AM - 12:00PM in order to give teachers time to collaborate and work in their Professional Learning Communities. We ask people to have patience with communication response times as teachers and staff will be working directly with students online during most of the day. The first day of remote learning will start on Tuesday, September 8, 2020. Pre-School will begin on Tuesday, September 15, 2020.

Teacher Expectations

- Teachers will be posting activities / lessons every day (Monday, Tuesday, Wednesday, and Thursday)
- Teachers will communicate regularly with all students using a variety of online tools that include: Google Classroom, SeeSaw, email, phone calls, as well as virtual meetings on Google Meet or Zoom, etc.
- Special Education teachers will be collaborating with teams to support curriculum and ensure lessons are appropriate per IEP goals and expectations. School Counselors will be working with teachers to support 504 accommodations.
- Staff will collaborate regularly with their PLCs to support teaching and learning.

Academic Content

- Students will have access to a range of activities / lessons to engage them on a daily basis. The learning will be a combination of educator-driven and self-directed as appropriate for the age and developmental levels of students.
- Learning this fall will focus on meeting students where they are instructionally and building upon existing knowledge.
- New content will be introduced strategically throughout the first six weeks of school in addition to relationship and community building efforts.

Assessments to Measure and Support Student Learning

Part of providing the appropriate educational experiences for all students is going to be assessing our students for where they are when they begin this school year. We want to give them all time to get used to school, so the assessments will happen not before the fourth week of the year. We will use NWEA, which can be conducted remotely, and follow the NWEA testing procedures. By waiting 4 weeks to assess our students in grades 1-6, we will have solid, valid, and reliable information on our students' abilities.

In addition, teachers will be conducting other assessments, such as Fountas & Pinnell running records to assess reading, math performance assessments, and writing prompts to assess writing. Students in grades 4-8 will be participating in the NH Statewide Assessment System Interim Assessments for the previous grade level, as required by the State Department of Education, to give districts another set of information on their abilities. The NH Statewide Assessment is another assessment that can be done remotely; participating grades are restricted because the statewide assessment is only used for students in grades 3-8.

Students entering Kindergarten will also be assessed with the PALS dyslexia screener during their Kindergarten Readiness Screening. This will give us a baseline of information to work with our students at the start of this unique year.

Family Recommendations for Successful Remote Learning

- Consider setting up a learning space for your student that considers their unique learning styles. Seek input from your child in choosing this space. Providing opportunities for movement breaks throughout the learning experience is encouraged.
- Students don't always know the correct answer. Parent assistance should be similar to the support students get with homework.
- It is normal, and part of the learning process for your child to turn in a less than perfect assignment. This allows teachers to see what your child needs more instruction on.
- If you have concerns regarding your child's academic and/or social emotional needs, please reach out to a staff member.

Student Academic Expectations

All students will be expected to participate in the remote learning activities that are prepared and posted by teachers and loaded into your child's digital classroom (Google Classroom / SeeSaw). Instruction will be delivered via pre-recorded video or during live virtual meetings. Classroom teachers will communicate specific times for daily live sessions. Teachers will make a concerted effort to keep live instructional times consistent.

Unified Arts lessons will be provided daily and teachers will be communicating feedback on assignments and available to answer questions as needed.

The schedules below reflect the revised expectations for remote learning based on family and staff feedback. These expectations are different from the spring of 2020. A student's time of engagement may vary from day to day, but the chart below is an overall outline of what a typical day may look like.

D. J. Bakie School				
Content	Format	Pre-K	Kindergarten & Grade 1	Grades 2 & 3
Morning Meeting	Zoom/Google Meet	10-20 Minutes	15-30 Minutes	15-30 Minutes
Math Lesson Reading Lesson Writing Lesson	Pre-recorded Video posted in SeeSaw or Google Classroom	5-10 Minutes for each lesson	10-15 Minutes for each lesson	10-15 Minutes for each lesson
Small Group and/or Independent Math, Reading, and Writing Work	Zoom/Google Meet SeeSaw or Google Classroom	Total: 60-90 Minutes	Total: 90 Minutes-2 Hours	Total: 2 Hours
Unified Art (Special)	Zoom/Google Meet SeeSaw or Google Classroom	N/A	30 minutes of recorded lesson, independent work, and live check ins	30 minutes of recorded lesson, independent work, and live check ins
W.I.N. (What I Need)	Zoom/Google Meet	N/A	Up to 1 hour	Up to 1 hour
Physical Activity (Recess)	Screen Free Time	30 minutes	30 minutes	30 minutes
Approximate Total Learning Time		Approx. 3 hours	Approx. 4 hours	Approx. 5 hours

Memorial School				
Content	Format	Grade 4	Grade 5	Grade 6
Morning Meeting	Zoom/Google Meet	30 Minutes	30 Minutes	30 minutes
Math Lesson Reading Lesson Writing Lesson Science/Social Studies Lesson	Pre-recorded Video posted in Google Classroom	10-20 Minutes for Each Lesson	10-20 Minutes for Each Lesson	10-20 Minutes for Each Lesson
Small Group and/or Independent Work	Zoom/Google Meet Google Classroom	Total: 1-2 hours	Total: 1-2 hours	Total: 1-2 hours
Unified Art (Special)	Zoom/Google Meet Google Classroom	30 minutes of recorded lesson, independent work, and live check ins	30 minutes of recorded lesson, independent work, and live check ins	30 minutes of recorded lesson, independent work, and live check ins
W.I.N. (What I Need) Intervention, Title I, Special Education	Zoom/Google Meet	Up to 1 hour	Up to 1 hour	Up to 1 hour
Physical Activity (Recess)	Screen Free Time	30 minutes	30 minutes	30 minutes
Approximate Total Time		Approx. 5.5 hours	Approx. 5.5 hours	Approx. 5.5 hours

Wellness Time

It is vital for all members of our community to maintain our minds and bodies simultaneously. Studies have repeatedly shown the negative impact of long stretches of immobility and screen time. During these times, we encourage students to participate in wellness activities. These might include a walk, playing basketball, yoga or stretching within the home, a healthy lunch eaten outside the learning environment. Social interaction is a key component of child development. If you have concerns about your child's social interactions during remote learning please reach out to the school counselor.

Scheduled Virtual Instruction During Remote Learning

Students will start each school day by joining their teacher's scheduled virtual Morning Meeting (via Zoom/Google Meet). During this time, teachers will greet students, build community, and preview the academic expectations for the day. At the conclusion of the meeting, students should go to their teachers' Google Classroom / SeeSaw to see what activities have been posted and/or assigned. If a student does not have access to their teacher's Google Classroom / SeeSaw, the classroom teacher should be contacted to get the code. These sessions will not be recorded due to student presence. Pre-recorded videos of classroom lessons will be available on teacher Google Classroom/SeeSaw pages. Students will then move at their own pace to complete assignments and submit them by the due date(s) listed by the teacher. Additionally, virtual small group meetings with teachers as well as intervention groups will be arranged by teachers for all students.

What I Need (W.I.N.)

Small group times will be scheduled daily (Monday through Thursday). Groups will be determined based on student needs for additional support or enrichment. These groups will be facilitated by a number of different teachers including, but not limited to: classroom teachers, intervention teachers, special educators, and paraprofessionals. We will keep this time consistent as it is a central component of the remote learning experience. The time for your child's W.I.N. group will be communicated by your child's classroom teacher.

Independent Learning Days

During remote learning, most Fridays will be designated for students to use for independent learning and practice. Teachers will spend the day planning, but will be available to provide support to students from 8:00AM to 12:00PM.

Attendance

Teachers will take attendance each day. A student will be marked present when they meet the following criteria:

- Participates in daily live sessions (such as Morning Meeting, live instruction, etc.), unless other arrangements have been made with your child's teachers
- Completes assignments in the timeframe provided by your child's teachers

Keep in mind that teachers and administrators are aware and will be understanding of each family's unique schedule and circumstances. We will provide accommodations based upon the criteria list above when communicated by families to building administration and/or teachers. Students will not be punished with absences due to circumstances beyond their control.

If a child is sick or otherwise unable to participate during a remote learning day, please report your child's absence through Pickup Patrol. If you have questions regarding how to access Pickup Patrol, please contact your school's front office secretary.

Grading

During remote learning, students will receive grades for their academic work, including Unified Arts, using the same grading procedures that are used in the traditional school model (pre-COVID). Students are expected to complete all assignments on time, or reach out to their teacher directly if they have questions or need an extension due to extenuating circumstances.

Illness

Students and staff require time to recover from the normal illnesses that occur every year. During remote learning, counseling, nursing, or an administrative staff member will work with parents, guardians, and students to help resolve any issues or provide assistance as needed. Teachers will be flexible with their response to students encountering such issues. Please communicate health issues to school administrators as soon as possible so we may provide appropriate support.

Special Education / 504s

Case Managers and school counselors will continue to be the points of contact for students with IEPs or 504 plans. Special education services will continue to be provided during remote learning. Services may be delivered in multiple modalities that may include in-person and remote.

For any questions related to special education services or 504 plans, please contact the following:

Support Needed	D.J. Bakie School Contact	Memorial School Contact
Special Education	Lorin Caffelle , Assistant Principal	Jill Lizier , Assistant Principal
504 Plans	Sue Petela , School Counselor Angelica Gardella , School Counselor	Amy Collins , School Counselor Angelica Gardella , School Counselor

Technology Device Support

During remote learning, the SRSD Technology Department will set up a hotline to help families diagnose and fix tech issues with school-issued devices. Here is how to reach them:

Email: helpdesk@sau17.net
 Phone: (603) 642-3688, then hit #.

Free and Reduced Lunch Meals Program

Your family may qualify for this program, which is offered even during remote learning. Please contact Heidi Leavitt at hleavitt@sau17.net for more information. She is the district’s Director of School Counseling and she will keep your information confidential. The application for free or reduced lunch can be downloaded by clicking [HERE](#).

Other School Activities

During remote learning, all in-person student activities, including athletics, are suspended. Alternative (digital) events may be scheduled as available.

One Final Note

We would all like to be back to normal. We acknowledge that this plan, like regular school, is not going to fit everyone's ideal vision of school. All members of our school community are impacted individually and in various ways by this learning environment. Unfortunately, we are forced by factors well outside our control to do our best given the overriding concern for the health and safety of our students.

It is vital for people to take care of themselves and those around them. With the remote learning model, the social and emotional health of our students is a priority. Staff will endeavor to reach out to students in need to support them during this time away from their second home. They will be available to talk, to listen, and even to laugh. Please do not hesitate to reach out to us if you have ideas, concerns, or questions, related to this plan.

Chris Snyder, D. J. Bakie School Principal
Lorin Caffelle, D.J Bakie School Assistant Principal

Ryan McCluskey, Memorial School Principal
Jill Lizier, Memorial School Assistant Principal