



SANBORN REGIONAL HIGH SCHOOL

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Director of School
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Connie Carson
Special Education
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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 18, 2020

*Sanborn **PRIDE**: **P**ersonalization, **R**isk-Taking, **I**ntegrity, **D**iscovery, and **E**mpowerment*

We are committed to sustaining a positive environment which promotes respect, academic excellence, and pride by encouraging independent thinking within a culture of collaboration.

In accordance with Title IX of the Civil Rights Act of 1964 the Sanborn Regional School District prohibits discrimination because of sex or gender. "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance."

Guiding Principles

The following guiding principles frame the school's beliefs about remote learning:

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. Staff will provide synchronous learning for all students each period, including full-group direct instruction and small group/individual support as students work independently on or offline.
 - a. Educators will increase their use of participant digital engagement strategies 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 (PLC).
 - 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 provide and document a variety of student support services, both in and outside of the Special Education and 504 process / requirements, including during FLT.
 - 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 support the social-emotional learning needs for all students.
 - a. All students will check in weekly with a specifically-assigned staff member.
 - b. The school will ensure increased contact for students with specialized needs.
 - c. All educators will implement mindfulness activities into digital classrooms.
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

Background

Remote Learning Best Practices for Sanborn

(Based on Research Conducted in 2020 by Sanborn Educators Aaron Cass & Dr. Timothy Young)

Students tend to do best when:

- They have access to fully-functioning technology and reliable internet service.
- They spend an average of 30 minutes per hour class with their teachers, generally with no more than 45 min. and no less than 15 min. of contact time.
- Teachers consistently post assignments (most commonly in Google Classroom) and take time in Zoom to clarify expectations/directions and remind students of due dates.
- They have regular opportunities to work one-on-one with teachers and staff, and for certain struggling students, in-person help is best/needed for them to be successful.
- There are clear expectations provided for students and staff regarding attendance.
- Teachers promptly and consistently respond to student requests for help, and students regularly check their email for communications from staff.
- Teachers consistently provide opportunities for meaningful peer-to-peer interaction in class, including breakout rooms, collaborative assignments, and Kahoots.
- Non-classroom teaching staff are made an integral part of efforts to support struggling students.
- They are not overwhelmed by the quantity/repetition of emails they receive from staff.

Teachers and non-classroom teaching staff tend to do best when:

- They can see students' faces while on Zoom/Google Meet.
- Students check their email regularly.
- There is a clear protocol for contacting students and guardians when students miss class and/or aren't completing assignments, or the staff member is otherwise concerned about the student.

Remote Learning Plan Details

Sanborn Regional High School Remote Learning Schedule						
	Monday	Tuesday	Wednesday	Thursday	Friday	SST (All Days)
Time	Grey	Blue	Grey	Blue	Flex Day	In Person
7:20-7:50	ADVISORY	ADVISORY	ADVISORY	ADVISORY	Student Independent Learning Day Teacher Planning & "Office Hours" Day	ADVISORY
7:55-8:55	1	2	1	2		Period 1/2
9:00-10:00a	3	5	3	5		Mid Session 9:20-11:00
10:05-11:05a	4	FLT	4	FLT		WELLNESS TIME
11:05-12:05p	WELLNESS TIME	WELLNESS TIME	WELLNESS TIME	WELLNESS TIME		PM Session 12:20-2:00
12:05-1:05p	FLT	6	FLT	6		
1:10-2:10p	8	7	8	7		

Teacher Expectations for Successful Remote Learning:

- Staff will provide synchronous learning for all students each period, including full-group direct instruction and small group/individual support as students work independently on or offline.
- Teachers will also create interactive/ supportive/ outreach opportunities with students, including: virtual meetings, Google classroom discussions, office hours, giving feedback, making phone calls, sending emails, being available on email, being available on Google Classroom, etc.
- Special Education teachers will collaborate with teams to support the curriculum to ensure that there are options for all students.
- Staff will collaborate regularly with their PLCs to support teaching and learning.

Student Expectations for Successful Remote Learning:

- Students will start each class period by reviewing their teacher’s Google Classroom to see what activities have been posted and/or assigned. Any necessary links and/or codes for Zoom/Meet meetings will be posted.
- Students will participate in “synchronous (live) events” as scheduled using Zoom or Google Meet.
- It is expected that students will view/participate in those live classes as they happen because live classes are not recorded. When possible, students will keep their video on during online meetings and work in a well-lit space where they can be an active participant in the class.
- Students will move at their own pace to complete assignments and submit them by the due date(s) listed by the teacher.

Family Expectations 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.

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.

Independent Learning Days

During remote learning, most Fridays are dedicated for students to use for independent learning and practice, to work on extended assignments and projects, and to engage in enrichment and other special interests. Teachers will utilize the day for planning, as well as holding office hours for students based on schedules that are set at the school and team-levels. They may also provide support to clubs and activities.

Focused Learning Time (FLT) Period:

Students will take advantage of flexible learning daily with FLT (a time for reteaching, intervention, and enrichment). Attendance for FLT is:

- **MANDATORY:** For students who are behind in their work or failing a class. Your teacher will assign you to an FLT session at some point during the week with them. All schedules will be kept in [Enriching Students](#).
- **OPTIONAL:** For students who do not have any particular learning needs for a class. You can continue to work on your assignments independently or you can request to work with a teacher if you would like to. All schedules will be kept in [Enriching Students](#). NOTE: At times FLT will be mandatory for students working with staff on a specific task such as with school counselors on post-secondary planning.

All schedules and requests to work with a staff member should be made using the online program [Enriching Students](#). Students can access this site by signing in with their Google account using the link above. If you are having difficulty with this, please email Mr. Stack at bstack@sau17.net and he will help you.

Students will have access to additional academic intervention and support when needed. Intervention specialists will assist students with tutoring, as well as any technology issues that they may face. School counselors will hold office hours daily to address day-to-day issues. In addition, counselors will provide additional offsite resources to help students and families with any of their academic, or social-emotional questions or needs.

Seacoast School of Technology (SST)

At this time, SST is planning to offer in-person learning on their campus. Students in the SST program will be permitted to attend. The District will offer transportation to and from SST to students who require it. The schedule has been developed to allow Sanborn students to participate in both programs. If students have questions about what in person looks like at SST, please contact SST Principal Sharon Wilson at swilson@sau17.net.

Extended Learning Opportunities (ELOs)

Pending approval from our district insurance provider, students enrolled in ELOs that include a job-placement (internship) will be permitted to participate in person on the job site.

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 9 & 10, we will have solid, valid, and reliable information on our students' abilities.

In addition, teachers will be conducting other assessments to assess reading, math performance assessments, and writing prompts to assess writing. Students in 12th grade will be taking the SAT in the fall since the spring administration was cancelled. Additional information about the SAT will be shared at a later date.

Grading

During remote learning, students will receive grades for their academic work per the same [grading procedures](#) that are used in the traditional school model (pre COVID19). Students are expected to complete all assignments in a timely manner, or reach out to their teacher directly if they have questions or need an extension due to extenuating circumstances.

Communication With Staff

During remote learning, the building is closed to students. If you need to reach a staff member, the preferred method is email. From there, a call can be scheduled. [CLICK HERE](#) to access the staff email directory. Staff members are available to answer emails between the hours of 7:05AM - 2:25PM Monday-Thursday. On Friday, they will also be available but at limited times as they will also be engaged in team meetings and other collaborative work with their colleagues. We ask people to have patience with communication response times as teachers and staff will be in classes and working directly with students online during most of the day.

Attendance

Teachers will take attendance each class period. Students must 'check in' with their teachers at the beginning of the period. The following attendance codes will be used:

Code	Definition	Counts as absence?
A	Absent – Not in class, did no work	Yes
AE	Absent but Excused by teacher, administration, counseling or attendance offices	No
AW	Absent but completed the W ork assigned (with no reason for excused)	Yes
PNW	Present for the beginning of class only or... Present for a significant portion and... No W ork shown.	No

Teachers will verify attendance in various ways, including but not limited to; Hosting online video chats, asking students to check in using surveys or forms specific to that day's content, etc. Students who briefly 'check in', and become non-responsive will be marked absent. Students given independent work time, and not completing that specific assignment will result in an absence as well. Students arriving for class significantly late may also be marked absent.

Teachers will communicate with parents should students not attend, or miss significant portions of class. Our main office assistants, Deb Haley and Kim Keddy, will email parents / guardians of students who miss two or more periods any day. For attendance questions during remote learning, email Kim Keddy at kkeddy@sau17.net.

Illness

Students and staff require time to recover from the normal illnesses that occur every year. During remote learning, counseling, nursing, and administrative staff 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 the school nurses as soon as possible so that the school may provide appropriate supports. The school nurses are [Tracy Gilmartin](#) and [Camille Mawhinney](#)

Special Education / 504s:

Case Managers and school counselors will continue to be the points of contact for students with IEPs or 504 plans. 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	High School School Contact
Special Education	Connie Carson , Special Education Building Coordinator
504 Plans	Heidi Leavitt , School Counseling Director David Ulfelder , School Counselor, Student Last Names A-F Dianne McCarthy , School Counselor, Student Last Names G-M Michelle Farrar , School Counselor, Student Last Names N-Z

Technology Device Support:

During remote learning, the SRSD Technology Department has 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 our school'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](#). The District will release additional information regarding delivery and pick-up options for qualifying families.

Extracurricular Activities:

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

Athletics:

At this time, plans for athletics are still in progress. Evening pre-season workouts are on hold for the time being as we plan for the best possible way to allow our student-athletes to participate in team-based fitness and competitive activities that are safe. The NHIAA has postponed the first possible day to practice until no earlier than September 8,

with competition starting no earlier than two weeks later. It is possible that some sports may have a modified level of interscholastic competition, while others may have their seasons cancelled. We hope to provide alternatives to sports that allow our student-athletes to have the best possible experience this fall.

Final Thoughts

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 order 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.

[Brian M. Stack](#), Principal

[Bob Dawson](#), Assistant Principal / Student Life

[Steve Krzyzanowski](#), Assistant Principal

[Matt Malila](#), Assistant Principal / Curriculum

[Heidi Leavitt](#), Counseling Director