



Sanborn Regional School District

Sanborn Regional Middle School

Christine Desochers, 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 Guterman, 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

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.
 - 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 daily with a specifically-assigned staff member during Advisory.
 - b. The school will ensure increased contact for students with specialized needs.
 - c. Buddy lunches with the School Counselor
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. Staff members are available to answer emails between the hours of 7:15AM - 2:20PM 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.

Teacher Expectations

- Teachers will provide a pre recorded introductory lesson
- Teachers will conduct small group virtual mini lessons
- Teachers will be posting activities / lessons every day (Monday, Tuesday, Wednesday, and Thursday) within Google Classroom.
- Teachers will communicate regularly with all students using a variety of 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 using various data points in order 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 7&8, we will have solid, valid, and reliable information on our students' abilities.

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.

Family Recommendations

- 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) Instruction will be delivered via pre-recorded video or during live virtual meetings. Schedules will be communicated to each student which outlines specific day/time for each course.

The chart below reflects 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.

Sanborn Regional Middle School Remote Learning Schedule				
	Monday	Tuesday	Wednesday	Thursday
Time	Grey	Blue	Grey	Blue
7:30-8:00	Advisory (Social Emotional Learning)	Advisory (SEL)	Advisory (SEL)	Advisory (SEL)
8:00-9:30	Core 1	Core 3	Core 2	Core 4
9:30-11:00	Core 2	Core 4	Core 1	Core 3
11:05- 12:05	Lunch and Wellness Break	Lunch and Wellness Break	Lunch and Wellness Break	Lunch and Wellness Break
12:05-1:05	UA 1	UA1	UA1	UA1
1:10- 2:10	UA 2	UA 2	UA 2	UA 2

Middle School Format			
Content	Format	Grade 7	Grade 8
Advisory Meeting (Social Emotional Learning)	Zoom/Google Meet	30 Minutes	30 minutes
Math Lesson Reading Lesson Writing Lesson Science/Social Studies Lesson	Pre-recorded Direct Instruction Video Lesson posted in Google Classroom	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
Unified Arts (Art, Physical Education etc..) 2 courses	Zoom/Google Meet Google Classroom	30 minutes (each course) of recorded lesson, independent work, and live check ins	30 minutes (each course) of recorded lesson, independent work, and live check ins
Physical Activity (Screen Break/Wellness)	Screen Free Time	30 minutes	30 minutes
Approximate Total Time		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 or shooting some hoops outside the home, 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 Advisory (via Zoom). 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 follow their set schedule and proceed to their first assigned class within Google Classroom. If a student does not have access to their teacher's Google Classroom the classroom teacher should be contacted to get the code. These sessions will not be recorded due to student presence and privacy laws. Recorded videos of direct instruction will be available on the specific teacher Google Classroom page. 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 instruction with teachers as well as intervention groups will be arranged by various staff members for students who require the additional support.

Independent Fridays

During remote learning, 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, as possible, in daily live sessions (such as Advisory, live instruction, etc.)
- Completes assignments in the timeframe provided by your child's various teachers

Keep in mind that teachers and administrators are aware and will be understanding of each family's unique schedule and circumstances. While attendance will be determined by the criteria listed above, families must communicate with building administration and teachers if accommodations need to be made. 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 the 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.

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 while we are in remote learning, although they may look a little different than in a traditional environment. The district has reviewed the model used in the spring and is developing a plan to accommodate the varying needs of our students and may include in-person services. Please refer to the district's Special Education remote learning plan for additional information. For all other questions related to special education services or 504 plans, please contact the following:

Special Education	Stacey Wooster, Special Education Coordinator
504 Plans	Megan Arena , 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 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](#).

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. 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.

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.

Christine Desrochers, SRMS Principal