

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M. LANDWEHRLE  
Assistant Superintendent

MARGARET A. BEAUCHAMP  
Director of Student Services

MICHELE CROTEAU  
Business Administrator

## Mont Vernon School Board Meeting

Monday, August 17<sup>th</sup>, 2020 – 5:00 PM

**Due to current COVID-19 precautions, board meetings will be conducted via webinar.**

**Please click the link below to join the webinar:**

<https://zoom.us/j/96755232562>

Or iPhone one-tap :

US: +16465588656,,96755232562# or +13017158592,,96755232562#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 9128 or +1 253 215 8782 or +1 346 248 7799

Webinar ID: 967 5523 2562

International numbers available: <https://zoom.us/j/96755232562>

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	5:00 PM	Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, to call the meeting to order	None
Public Input I of II	5:00 PM		
Consent Agenda	5:05 PM	<ol style="list-style-type: none"> <li>Draft Minutes 06 01 2020</li> <li>MVSD Reserve Fund June 2020</li> <li>Jan 2020 Treasurer's Report</li> <li>February 2020 Treasurer's Report</li> <li>PCard Program Proposal</li> </ol>	06 01 2020 Draft Minutes MVSD Reserve Fund June 2020 Jan 2020 Treasurer's Report Feb 2020 Treasurer's Report PCard Program Proposal
Re-Opening Plan Discussion	5:10 PM	Board to discuss Re-Opening Plan	SAU #39 Re-opening Plan
First Reading Policy	5:50 PM	Board to review Emergency Policy on Personal Protective Measures	Emergency Policy on Personal Protective Measures
FY'22 Budget Process Discussion	6:10 PM	SAU #39 Business Administrator, Ms. Michele Croteau to present an overview of the FY 22 budget process and confirm timelines and responsibilities	None
Public Input II of II	6:45 PM		None
Non- Public Session	6:50 PM	RSA 91 A:3 II ( )	None
Meeting Adjourned	7:00 PM		

**Consent Agenda Item #1**

1 Mont Vernon School Board  
 2 Monday June 1<sup>st</sup>, 2020  
 3 Meeting Minutes- Not Approved  
 4

5 Attendees:

6 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant  
 7 Superintendent, John Schuttinger-Principal MVVS and Meg Beauchamp- Director of Student  
 8 Services.

9 Mont Vernon School Board: Sarah Lawrence- Chair, Peter Eckhoff- Vice Chair, Scott St. Denis-  
 10 Secretary, Stephen O’Keefe and Jessica Hinckley.

11 Board Minutes: Danae A. Marotta

12 Public: None

13 I. Call to Order

14 **Chair of the Mont Vernon School Board, Ms. Sarah Lawrence, called the meeting to order**  
 15 **at 8:16PM.**

16 II. Superintendent’s Report

17 Roofing and Maintenance

18 Superintendent, Mr. Adam Steel, discussed that he has a few items for Mont Vernon.

19 First, they had roofing issues above the 6<sup>th</sup> grade wing, unique projects that Custodians could be  
 20 doing during this downtime, any hit list for summer projects and lastly, the summer plan for staff  
 21 professional development.

22 SAU #39 Business Administrator, Ms. Michele Croteau, discussed that they do have someone  
 23 going out and giving a quote on the roof. It was primarily shingles that needed to be replaced.  
 24 Custodians are working on the room cleaning. They are disinfecting the rooms as people go in  
 25 and out of them. As they complete that process, there is outside work to spruce up and painting  
 26 that can be completed.

27 Finally, she wanted to let the Board know that the larger scale project of the retaining wall was  
 28 not in next year’s budget. It also has not been contemplated out of this year’s budget either.

29 Ms. Lawrence remarked that there may be funds, just under \$2k, from the Trust Fund. She can  
 30 get her more information.

31 Ms. Croteau replied that the rough estimate for the retaining wall was approximately \$20k.

32 Ms. Lawrence inquired if they are getting quotes for the roof replacement slated for 2021.

33 Mr. Steel replied, not yet, they are not having leaks and they do have a community police officer  
34 checking on it on a regular basis.

35 The Board thanked Ms. Croteau.

36 Summer Professional Development

37 Assistant Superintendent, Ms. Christine Landwehrle, discussed that they have a variety of  
38 professional development planned this summer for teachers. All of it they are planning on doing  
39 it in person, remote or hybrid.

40 First, the 5<sup>th</sup> and 6<sup>th</sup> grade teachers will be working with their AMS counterparts making sure  
41 their assessment maps are up to date. They will be looking at their assessments to ensure that  
42 they reach that level four, that they have rigor and opportunity for students to do that. They are  
43 also going to revisit their competencies. They do have Title II A grant funds for this. They are  
44 also holding a literacy institute. They are bringing in teachers college reading writing project and  
45 they are going to have to be remote. They were able to be onsite in February for training for K-2  
46 teachers. They are holding that training again for K-2 teachers and providing a training for  
47 teachers grades 3-5. It will be two days for teachers. The last piece is the New Teacher Institute  
48 that they started last year and was really successful. They have so much curriculum instruction  
49 and assessment work and the new teachers need to be able to hit the ground running. In addition,  
50 to their SAU Orientation Day they have three full days for teachers (two are for curriculum  
51 instruction and assessment work and one day for the mentor program). That was a really  
52 successful model, with great feedback so they are continuing with that model. They are able to  
53 access grant funds and are encouraged to do so.

54 Ms. Lawrence asked Superintendent Steel if there were other updates.

55 Mr. Steel replied, no.

56 Mr. Eckhoff asked about the UFB (Unreserved Fund Balance) and if they should use it for the  
57 retaining wall.

58 Ms. Croteau explained that not much has changed from the beginning of May. When you take  
59 the unexpended appropriations back out, (the \$50k that needs to go to the Capital Reserve and  
60 then they had projected \$84k to go toward offsetting the tax rate) that would leave \$27k. At the  
61 last meeting, it was her understanding that the Board has decided not to utilize the UFB.

62 Mr. Eckhoff suggested that they explore using solar energy. He knows someone in the industry  
63 and would be willing to help setting that presentation up.

64 Mr. O'Keefe asked if they have seen a significant drop in their power bill.

65 Ms. Croteau replied that there has been a drop in the bill.

66 Mr. O'Keefe added that he would hope so because the building is not in use.

67 Ms. Lawrence echoed Mr. O'Keefe.

68 Mr. O’Keefe mentioned that going through the grading software different times can be  
69 frustrating. He hopes that the committee is looking at leveraging the current software to do what  
70 they want it to do in the most efficient way without them trying to retrain the community and all  
71 of them on a new program.

72 Ms. Landwehrle added that they need to look at whether it is enough to be the best software.

73 Mr. Eckhoff asked about interest for more Amherst students to come to the MVVS.

74 Principal Schuttinger replied, yes, with siblings. They will now have 5 students from the 3  
75 original families.

76 Mr. O’Keefe asked if the ASB was still interested in this agreement.

77 Mr. Steel replied that he believes so but; he will verify.

78 III. Public Comment I of II

79 No Public Comment

80 IV. Principals Report

81 Principal of the MVVS, Mr. John Schuttinger, remarked that things are running very smoothly  
82 since March 17<sup>th</sup>. The students enjoyed the Talent Show on Friday, cheering on their friends. It is  
83 a testament to the wonderful community spirit. They have had some enrollment increases and are  
84 probably over 200 for the school. He emphasized his sentiments in the recent SAU #39 Board  
85 Meeting that he greatly enjoyed his time at the MVVS and working with the School Board. He  
86 has had lots of great communication with incoming MVVS Principal Dr. Kim Sarfte.

87 Ms. Lawrence replied that they have appreciated everything he has done for the MVVS and will  
88 be greatly missed.

89 Mr. O’Keefe asked about the attendance with the remote learning. He questioned if they noticed  
90 a significant drop off in the last couple of weeks.

91 Principal Schuttinger replied that they did not necessarily record every minute of every day. It  
92 was also a challenge with technology for students. It is his belief that the fatigue was there.

93 Mr. O’Keefe inquired about snow days in the future. He mentioned that they can be eliminated.

94 Superintendent Steel replied that the first thought is yes, they will not have the need to extend the  
95 school year. He does still think that there is community value in snow days and suggested that  
96 they have a balance. They now have more flexibility in unique occurrences and can look at  
97 remote learning now as more of a backup for when they feel its appropriate to not have school in  
98 person on given days. There is great value in the childhood wonder of a snow day happening and  
99 agrees that they should not extend their school year any longer.

100 Mr. O’Keefe suggested that they have a virtual meet and greet with the new Principal.

101 Mr. Steel replied that Dr. Sarfte would enjoy meeting the students.

102 Ms. Lawrence questioned about the 6<sup>th</sup> grade graduation plans.

103 Principal Schuttinger replied that they were looking at the date of June 17<sup>th</sup> at Souhegan.

104 Ms. Lawrence replied that she has heard feedback that people would prefer to have it at the  
105 MVVS.

106 Mr. Schuttinger mentioned that there are some concerns among the town with that many people  
107 gathering onsite. There might be a way to maneuver, he will discuss with the families and then  
108 he can reach out to the town.

109 Ms. Hinckley added that the room parents had discussed options. It is not going to be safe or  
110 advisable at this point.

111 The Board thanked Principal Schuttinger.

112 V. Consent Agenda

113 **Mr. O’Keefe motioned to approve the Consent Agenda items 1. Draft Minutes May 11th,**  
114 **2020, 2. Unanticipated Revenue \$87.10, 3. Policies DAF, IJL/KEC and JICI- From 05 11**  
115 **2020 MVSB Meeting and 4. NH DOE General Assurances. Ms. Hinckley seconded the**  
116 **motion. The vote was unanimous, motion passed.**

117 **Ms. Lawrence called a roll call: Lawrence-Yes, Eckhoff-Yes, St. Denis- Yes, Hinckley-Yes**  
118 **and O’Keefe- Yes.**

119 VI. JLCJ- Concussions and Head Injuries- First Reading

120 Ms. Lawrence noted that this Policy has been around for some time.

121 Mr. O’Keefe mentioned that he would be very comfortable approving this policy tonight.

122 Ms. Lawrence echoed Mr. O’Keefe.

123 The Board agreed.

124 **Mr. O’Keefe motioned to approve Policy JLCJ- Concussions and Head Injuries as written.**  
125 **Ms. Hinckley seconded the motion. The vote was unanimous, motion passed.**

126 **Ms. Lawrence called a roll call: Lawrence-Yes, Eckhoff-Yes, St. Denis- Yes, Hinckley-Yes**  
127 **and O’Keefe- Yes.**

128 VII. Public Comment II of II

129 No Public Comment

130 Mr. O’Keefe inquired if there are board meetings over the summer.

131 Superintendent Steel replied that they have one scheduled for late August but there may be a  
132 need for one sooner.

133 VIII. Nominations

134 Mr. Steel noted that he has 5 nominations to bring forward. He added that they can discuss in  
135 public or if the board has questions, they can enter non-public session.

136 **Ashley O’Keefe, Guidance Counselor MVVS MA+30 Step 4 \$54,017 FTE 1.0, Sarah Knickle**  
137 **Physical Education Teacher MVVS BA+30/MA Step 5 \$31,328 FTE 0.6, Lauren Ricci, School**  
138 **Psychologist MVVS MA+30 Step 15 \$29,550 FTE 0.4, Rebecca Carle, Music Teacher MVVS**  
139 **BA+30/MA Step 2 \$18,719 FTE 0.4 and Christie Valihura, Art Teacher MVVS BA+30/MA Step 11**  
140 **\$25,218 FTE 0.4**

141 He then commended Principal Schuttinger for finding these candidates.

142 IX. Non-Public Session

143 **Mr. Eckhoff motioned to enter into Non-Public Session RSA 91 A:3 II (a) and (c) at**  
144 **8:55PM. Mr. O’Keefe seconded the motion. The vote was unanimous, motion passed.**

145 **Ms. Lawrence called a roll call: Lawrence-Yes, Eckhoff-Yes, St. Denis- Yes, Hinckley-Yes**  
146 **and O’Keefe- Yes.**

147 Other persons present during nonpublic session: Superintendent Steel, Assistant Superintendent  
148 Landwehrle and SAU #39 Business Administrator, Michele Croteau.

149 Description of matters discussed, and final decisions made: Conversation about background of a  
150 hire, opened discussion about JFAB, discussion about past experiences and future affects.

151 X. Public Session

152 **Mr. O’Keefe motioned to exit Non-Public Session at 9:20PM. Mr. St. Denis seconded the**  
153 **motion. The vote was unanimous, motion passed.**

154 **Ms. Lawrence called a roll call: Lawrence-Yes, Eckhoff-Yes, St. Denis- Yes, Hinckley-Yes**  
155 **and O’Keefe- Yes.**

156 **Ms. Hinckley motioned to elect the nominations made by Superintendent. Mr. Adam Steel.**  
157 **Mr. O’Keefe seconded the motion. The vote was unanimous, motion passed.**

158 **Ms. Lawrence called a roll call: Lawrence-Yes, Eckhoff-Yes, St. Denis- Yes, Hinckley-Yes**  
159 **and O’Keefe- Yes.**

160 Mr. Eckhoff complimented Principal Schuttinger for the candidates that he has found.

161 Principal Schuttinger added that they are excited to have them.

162 Mr. Steel commented that they are accepting a resignation from Ms. Melissa Zupkosky. Principal  
163 Schuttinger has her position already posted.

164 Ms. Lawrence added that she will be greatly missed.

165 XI. Meeting Adjourned

166 **Ms. Lawrence adjourned the meeting at 9:29PM.**

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts

ADAM A. STEEL  
*Superintendent of Schools*

CHRISTINE M. LANDWEHRLE  
*Assistant Superintendent*

MARGARET A. BEAUCHAMP  
*Director of Student Services*

MICHELE M. CROTEAU  
*Business Administrator*



To: Adam Steel, Superintendent of Schools  
From: Christine Landwehrle, Assistant Superintendent  
RE: NHDOE General Assurances

May 26, 2020

## **Executive Summary**

Each year, the New Hampshire Department of Education (NHDOE) develops "*General Assurances, Requirements and Definitions for Participation in Federal Programs*" document that must be signed by all agencies and organizations that receive federal funds through the NHDOE. Federally funded programs, which flow money through the NHDOE, require each applicant to file certain assurances. Some of these assurances apply to all programs and are therefore, considered "general assurances."

The NHDOE requests an annual submission of the *General Assurances* from all School Districts and School Administrative Units. Both the Superintendent and the local School Board Chairperson are required to complete the certifications at the end of the *General Assurance* document and initial each page. No payment for project/grant awards will be made by the NHDOE without a fully executed copy of the *General Assurances, Requirements and Definitions for Participation in Federal Programs* on file.

## **Participation in Federal Programs for FY21**

The Mont Vernon School District will be participating in Federal Programs including the Every Student Succeeds Act (Title I, Title II, and Title IV) and the Individuals with Disabilities Education Act and will be receiving federal funds from the NHDOE through these programs. School Board members should review the terms and conditions of the [\*General Assurances, Requirements and Definitions for Participation in Federal Programs\*](#) in order to authorize the School Board Chairperson to sign the General Assurances on behalf of the School Board. The School Board should also understand their obligations (*including those enumerated in RSA 189:1-a*) pursuant to the School Board's oversight of federal funds.

## **Requested Board Action**

1. Motion to authorize the School Board Chairperson to sign the General Assurances on behalf of the School Board with the understanding of the School Board's obligations, including those enumerated in RSA 189:1-a, and pursuant to the School Board's oversight of federal funds.

## Consent Agenda Item #2

Mont Vernon School District  
Report of Fund Balance  
As of 6/30/2020

	Beginning Balance	Month to Date		Year to Date		Ending Balance
		Income	Disbursements	Income	Disbursements	
<b>Expendable Trusts or Capital Reserve Funds</b>						
ETF MVVS Property Maintenance Fund (March 2007)	\$207,201	\$3,866		\$50,000		\$261,067
CRF MVVS Educate Students with Disabilities	\$31,227	\$482				\$31,709
ETF MVSD Tuition Contingency Fund	\$32,607	\$504				\$33,111
	\$271,035	\$4,852	\$0	\$50,000	\$0	\$325,887

March 16, 2007

**ARTICLE 3** To see if the school district will vote to discontinue the Mont Vernon School Maintenance Expendable Trust Fund established March, 1997, said funds with accumulated interest to the date of withdrawal are to be transferred to the School District's general fund, and further to establish the School Property Maintenance Expendable Trust Fund under the provisions of RSA 198:20-c for the purpose of maintaining, repairing and upgrading both the inside and outside of Mont Vernon school properties, and to raise and appropriate the sum of \$38,287.22 (which is the total amount of funds in the discontinued expendable trust fund plus an additional \$10,000) to be placed in this fund and authorize the use of that amount from the year-end undesignated fund balance (surplus) if available on July 1, 2007, and further to name the School Board as agents to expend this fund. **The school board recommends the passage of this article. Majority vote required to pass.**

March 12, 2010

**ARTICLE 6** To see if the Mont Vernon School District will vote to create an expendable trust fund under the provisions of RSA 198:20-c, to be known as the Tuition Expendable Trust Fund, for the purpose of paying Amherst Middle School tuition for Mont Vernon students. Furthermore, to raise and appropriate \$1.00 toward this purpose and to name the Mont Vernon School Boards as agents to expend from this fund.  
**Majority vote required to pass.**  
**The Mont Vernon School Board does not recommend the passage of this article by a vote of 2 - 3.**  
**The Mont Vernon School District Budget Committee does not recommend the passage of this article by a vote of 1 - 3 with one abstention.**

March 8, 2016

**Article 3**

Shall the Mont Vernon School District vote to establish a capital reserve fund under the provisions for RSA 35:1-b to be known as the Mont Vernon School District fund for educating students with disabilities for the purpose of covering the costs of educating students with disabilities and name the Mont Vernon School Board as agents to expend this fund and further raise and appropriate up to \$30,000 from year-end undesignated fund balance (surplus) if available on June 30, 2016 to be placed in this fund?

**Majority vote required to pass.**

**The Mont Vernon School Board unanimously recommends the passage of this article by a vote of 4 to 0.**

**The Mont Vernon School District Budget Committee unanimously recommends the passage of this article by a vote of 4 to 0.**

**The estimated tax impact of passing this article is an increase of \$0.12 per \$1000.**

YES

NO



### Consent Agenda Item #3

1/31/2020 \$ 1,301,847.78

#### Outstanding A/P CK #

1021866	\$	18.75	Surplus Distribution
1022287	\$	1,738.75	Alison Lockett
1022324	\$	184.00	RPF Environmental Inc
1022329	\$	85.75	West Magic Company
1022346	\$	118.88	Patricia Garrity
1022376	\$	2,925.00	Caring Hands Transportation
1022383	\$	920.00	Patricia Garrity
1022388	\$	325.00	Sara Millas
1022401-1022425	\$	21,322.86	Expense CK's

AP Total \$ 27,638.99

#### Outstanding P/R CK#

5055399	\$	138.14	Jasper Jones
5055447	\$	344.02	Jasper Jones
5055459	\$	179.32	Jasper Jones
5055467	\$	92.35	Jasper Jones
5055472	\$	1,138.89	Laura Graham
5055474	\$	978.87	MVEA
5055475-5055477	\$	75,878.26	Payroll DED CK's

P/R Total \$ 78,749.85

	\$	106,388.84
Total Outstanding	\$	1,195,458.94
Book Balance	\$	1,301,847.78
Adj Book Balance		-

Accounts Payable Voucher - January 2020

Jan-20               \$ 308,174.75

Payroll Voucher

Jan-20               \$ 87,569.36

Payroll - Direct Deposit & Taxes

Jan-20               \$ 126,488.39

TOTAL               \$ 522,232.50

**Treasurers' Cash Journal**

DATE	DESCRIPTION	People's United Acct #502003822		People's United Acct #502003822		BALANCE
		AMOUNT		AMOUNT		People's United Acct #502003822 AMOUNT
01/01/20	Beginning Balance	\$0.00		\$0.00		\$705,726.59
		\$0.00		\$0.00		\$705,726.59
01/01/20	State of NH	\$64,168.58		\$0.00		\$769,895.17
		\$0.00		\$0.00		\$769,895.17
		\$0.00		\$0.00		\$769,895.17
		\$0.00		\$0.00		\$769,895.17
		\$0.00		\$0.00		\$769,895.17
01/07/20		\$0.00	Direct Deposit	\$45,874.08		\$724,021.09
		\$0.00	EFT IRS Taxes	\$15,084.03		\$708,937.06
		\$0.00	Retirement 457	\$1,493.00		\$707,444.06
		\$0.00		\$0.00		\$707,444.06
01/09/20		\$0.00	Payroll CK#'s 5055459-5055462	\$1,925.82		\$705,518.24
		\$0.00	Payroll Ded CK's 5055463-5055464	\$1,261.37		\$704,256.87
01/13/20	Deposit CK# 23017	\$325,686.00		\$0.00		\$1,029,942.87
	CK# 22947	\$325,688.00		\$0.00		\$1,355,630.87
	CK# 53281	\$100.00	Expense CK#'s 1022371-1022400	\$286,851.89		\$1,068,878.98
	CK# 400371	\$7,039.22		\$0.00		\$1,075,918.20
		\$0.00		\$0.00		\$1,075,918.20
		\$0.00		\$0.00		\$1,075,918.20
		\$0.00		\$0.00		\$1,075,918.20
01/17/20	State of NH	\$4,180.64		\$0.00		\$1,080,098.84
		\$0.00		\$0.00		\$1,080,098.84
		\$0.00		\$0.00		\$1,080,098.84
		\$0.00		\$0.00		\$1,080,098.84
		\$0.00		\$0.00		\$1,080,098.84
01/21/20		\$0.00	Direct Deposit	\$49,118.82		\$1,030,980.02
		\$0.00	EFT IRS Taxes	\$16,411.46		\$1,014,568.56
		\$0.00		\$0.00		\$1,014,568.56
01/23/20		\$0.00	Retirement 457	\$2,360.89		\$1,012,207.67
		\$0.00	Payroll CK#'s 5055465-5055472	\$3,351.15		\$1,008,856.52
		\$0.00	Payroll DED CK#'s 5055473-5055474	\$1,298.87		\$1,007,557.65
01/24/20	State of NH	\$1,667.10		\$0.00		\$1,009,224.75
		\$0.00		\$0.00		\$1,009,224.75
		\$0.00	Expense CK#'s 1022401-1022425	\$21,322.86		\$987,901.89
		\$0.00		\$0.00		\$987,901.89
		\$0.00		\$0.00		\$987,901.89

		\$0.00		\$0.00	\$987,901.89
01/30/20		\$0.00	Payroll DED CK#'s 5055475-5055477	\$75,878.26	\$912,023.63
		\$0.00		\$0.00	\$912,023.63
		\$0.00		\$0.00	\$912,023.63
		\$0.00		\$0.00	\$912,023.63
01/31/20	Deposit CK# 400394	\$4,113.54		\$0.00	\$916,137.17
	CK# 23171	\$277,740.00		\$0.00	\$1,193,877.17
	CK# 341268	\$13.74		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
		\$0.00		\$0.00	\$1,193,890.91
01/31/20	Food Service	\$946.35		\$0.00	\$1,194,837.26
	Interest	\$621.68		\$0.00	\$1,195,458.94
	<b>TOTALS</b>	\$1,011,964.85		\$522,232.50	

Consent Agenda Item #4

**Treasurers' Cash Journal**

DATE	DESCRIPTION	People's United Acct #502003822		People's United Acct #502003822		BALANCE People's United Acct #502003822	
		AMOUNT		AMOUNT		AMOUNT	
02/01/20	Beginning Balance	\$0.00		\$0.00		\$1,195,458.94	
		\$0.00		\$0.00		\$1,195,458.94	
02/04/20		\$0.00	Direct Deposit	\$48,413.15		\$1,147,045.79	
		\$0.00	EFT IRS	\$16,229.29		\$1,130,816.50	
		\$0.00	Retirement 457	\$2,463.53		\$1,128,352.97	
		\$0.00		\$0.00		\$1,128,352.97	
02/06/20		\$0.00	Payroll CK#'s 5055478-5055483	\$3,036.31		\$1,125,316.66	
		\$0.00	Payroll DED CK#'s 5055484-5055485	\$1,298.87		\$1,124,017.79	
		\$0.00		\$0.00		\$1,124,017.79	
		\$0.00		\$0.00		\$1,124,017.79	
02/07/20		\$0.00	Expense CK#'s 1022426-1022453	\$116,592.59		\$1,007,425.20	
		\$0.00		\$0.00		\$1,007,425.20	
		\$0.00		\$0.00		\$1,007,425.20	
02/13/20	Refund Service Charge	\$30.00		\$0.00		\$1,007,455.20	
		\$0.00		\$0.00		\$1,007,455.20	
02/18/20		\$0.00	Direct Deposit	\$47,984.21		\$959,470.99	
		\$0.00	EFT IRS	\$16,175.34		\$943,295.65	
		\$0.00	Retirement 457	\$2,327.49		\$940,968.16	
		\$0.00		\$0.00		\$940,968.16	
		\$0.00		\$0.00		\$940,968.16	
		\$0.00		\$0.00		\$940,968.16	
02/20/20	State of NH	\$316.14	Payroll CK#'s 5055486-5055490	\$3,069.63		\$938,214.67	
		\$0.00	Payroll DED CK#'s 5055491-5055493	\$2,163.85		\$936,050.82	
		\$0.00		\$0.00		\$936,050.82	
		\$0.00	Expense CK#'s 1022454-1022480	\$33,736.61		\$902,314.21	
		\$0.00		\$0.00		\$902,314.21	
		\$0.00		\$0.00		\$902,314.21	
02/27/20		\$0.00	Payroll DED CK#'s 5055494-5055496	\$75,876.92		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	
		\$0.00		\$0.00		\$826,437.29	

		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
		\$0.00			\$0.00	\$826,437.29
02/28/20	Food Service	\$957.80			\$0.00	\$827,395.09
	Interest	\$579.65			\$0.00	\$827,974.74
	<b>TOTALS</b>	<b>\$1,883.59</b>			<b>\$369,367.79</b>	

Accounts Payable Voucher - February 2020

Feb-20	\$ 150,329.20
--------	---------------

Payroll Voucher

Feb-20	\$ 90,236.60
--------	--------------

Payroll - Direct Deposit & Taxes

Feb-20	\$ 128,801.99
--------	---------------

TOTAL	\$ 369,367.79
-------	---------------

2/28/2020 \$ 949,081.98

Outstanding A/P CK #

1021866	\$	18.75	Surplus Distribution
1022287	\$	1,738.75	Alison Lockett
1022324	\$	184.00	RPF Environmental Inc
1022329	\$	85.75	West Magic Company
1022383	\$	920.00	Patricia Garrity
1022426	\$	458.08	Christina Anderson
1022430	\$	6,640.20	Caring Hands
1022436	\$	118.38	Patricia Garrity
1022454-1022480	\$	33,736.61	Expense CK's

AP Total \$ 43,900.52

Outstanding P/R CK#

5055488	\$	73.88	Peter King
5055479	\$	277.05	Danae Marotta
5055493	\$	978.87	MVEA
5055494-5055496	\$	75,876.92	Payroll DED CK's

P/R Total \$ 77,206.72

Total Outstanding	\$	121,107.24
Book Balance	\$	827,974.74
Adj Book Balance	\$	949,081.98
		-



**Consent Agenda Item #5**

**Mont Vernon School District**

**Board Resolution**

**Authorizing Adoption of PCard Program and Issuance of Individual Procurement Cards**

WHEREAS, the Board of Directors of the **Mont Vernon School District** municipality has the authority to enter into an agreement with the Bank of Montreal for purchasing cards.

NOW, THEREFORE, BE IT RESOLVED by the Board of the **Mont Vernon School District** that the Chairman/Treasurer are authorized to enter into an Agreement with the Bank of Montreal to secure Procurement Cards for each authorized employee of the municipality under such terms and conditions as approved by the Board.

The Board authorizes the Municipality's Business Administrator/CFO to execute a p-Card program agreement on its behalf.

Approved this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_.

Ayes \_\_\_\_

Nays \_\_\_\_

Chairman \_\_\_\_\_

Date \_\_\_\_\_



# Re-Opening Plan

School Administrative Unit 39

**EVERY STUDENT SAFELY ACHIEVES AT LEAST A YEAR OF  
ACADEMIC GROWTH BY MEMORIAL DAY**

8/10/2020 – DRAFT 3.0



<b>I- EXECUTIVE SUMMARY</b>	<b>4</b>
<b>II- RE-OPENING TASK FORCE</b>	<b>5</b>
<b>III- RESOURCES/REFERENCES</b>	<b>6</b>
<b>IV- FOUNDATIONS</b>	<b>7</b>
<b>V- KEY STRATEGIES</b>	<b>8</b>
CHOICE	8
SCHOOL YEAR SEGMENTS	8
COMBINING SECTIONS/REDUNDANCY	9
ANCHORING ADULTS	9
PROFESSIONAL DEVELOPMENT	10
CREATE LOGICAL SOCIAL DISTANCING INCLUDING OUTDOOR EDUCATION	11
SEGMENT 1 FOCUSED ON PREPARATION	11
SEGMENT 2 FOCUSED ON ACADEMIC READINESS	11
<b>VI- STATUS PROTOCOLS</b>	<b>12</b>
DECISION MAKING PROCESS	12
STATUS RED – CAMPUS CLOSED	13
STATUS ORANGE – LIMITED ACCESS	13
STATUS YELLOW – CAMPUS OPEN WITH REQUIRED PROTOCOLS	13
STATUS GREEN – CAMPUS OPEN WITH RECOMMENDED PROTOCOLS	14
STATUS BLUE – NEAR NORMAL OPERATIONS	14
<b>VII- RESOURCE ALLOCATION</b>	<b>15</b>
FUNDING SOURCES	15
TEACHER PROFESSIONAL DEVELOPMENT	15
PHYSICAL SECURITY	16
CLEANING & SANITIZATION	16
TECHNOLOGY	16
AIR QUALITY	16
EMERGENCY POLICY ON PERSONAL PROTECTIVE MEASURES	17
<b>VIII- TIMELINE/ACTION STEPS</b>	<b>21</b>
<b>IX. BUILDING LEVEL PLANS</b>	<b>22</b>
MONT VERNON VILLAGE SCHOOL	22
SUMMARY	22



WEEKLY SCHEDULE	22
DAILY SCHEDULE SAMPLE GRADE 3-4	22
SOCIAL DISTANCING PROTOCOLS	23
ANCHORING ADULTS	23
TEACHER PROFESSIONAL DEVELOPMENT	23
A DAY IN THE LIFE FOR IN-PERSON LEARNERS	23
<b>MVVS REMOTE LEARNING EXPECTATIONS</b>	<b>25</b>
<b>STUDENT</b>	<b>25</b>
<b>FAMILIES</b>	<b>25</b>
<b>TEACHERS</b>	<b>25</b>
<b>SUPPORT STAFF</b>	<b>25</b>
<b>PRINCIPAL</b>	<b>25</b>
A DAY IN THE LIFE OF A REMOTE LEARNER	26
<b>SCHEDULING GUIDELINES</b>	<b>26</b>
<b>CLARK-WILKINS ELEMENTARY SCHOOLS</b>	<b>28</b>
SUMMARY	28
WEEKLY SCHEDULE	29
DAILY SCHEDULE	29
SOCIAL DISTANCING PROTOCOLS	32
ANCHORING ADULTS	34
TEACHER PROFESSIONAL DEVELOPMENT	35
A DAY IN THE LIFE	35
<b>AMHERST MIDDLE SCHOOL</b>	<b>37</b>
SUMMARY	37
WEEKLY SCHEDULE	37
DAILY SCHEDULE	38
SOCIAL DISTANCING PROTOCOLS	39
ANCHORING ADULTS	40
TEACHER PROFESSIONAL DEVELOPMENT	40
A DAY IN THE LIFE	41
<b>SOUHEGAN HIGH SCHOOL</b>	<b>44</b>
SUMMARY	44
WEEKLY SCHEDULE	44
DAILY SCHEDULE	45
ANCHORING ADULTS	47
TEACHER PROFESSIONAL DEVELOPMENT	47
A DAY IN THE LIFE	47
<b>ENSURING A YEAR OF ACADEMIC GROWTH</b>	<b>48</b>
ASSESSMENT, GRADING, AND REPORTING	48
<b>REMOTE LEARNING</b>	<b>49</b>
Design Elements	49
<b>Remote Learning Description</b>	<b>49</b>
<b>Google Classroom Use</b>	<b>50</b>
<b>“A DAY IN THE LIFE” OF A SHS STUDENT</b>	<b>50</b>
<b>9th Grade On-Campus Learner - Segment 2</b>	<b>50</b>
<b>10th Grade At-Home Learner</b>	<b>51</b>
<b>11th Grade On-Campus Learner</b>	<b>51</b>



# I- Executive Summary

Our objective for the coming year is simply: “Every student safely achieves at least a year of academic growth by Memorial Day.”

SAU #39 schools will re-open in the fall of 2020 providing full-time access to physical schools while offering a remote option to all parents, students, and staff members who choose it. SAU #39 seeks to develop and implement a scientifically sound, risk-based system to determine the appropriate school modality during changing conditions.

The 2020-2021 school year will be divided into 11 segments of school days. This will allow each parent, family, student, and staff member to adjust their personal choice of in-person or remote school options based on the changing conditions and the risk mitigation strategy employed by the district.

SAU #39 will identify our determined risk level by referring to a color-coded system that corresponds to the physical access to our school. The system will also address safety measures in place during that segment of the school year.

In order to make the school system safe for students and staff, significant resources and important policy shifts are necessary to enable appropriate protocols. Some of the important shifts to current protocols include staggered arrival/dismissal times for students and staff, limiting access to the school building whenever practical, enhanced cleaning procedures, etc.

Because of our commitment to the individual choices of our school community, our viability to provide an in-person school option will be subject to available staffing.



## II- Re-Opening Task Force

The re-opening task force was created in June 2020 to advise the superintendent of schools about how to re-open schools.

<b>Member Name</b>	<b>Affiliation</b>	<b>Sub-Group</b>
<b>Jim Manning</b>	Health Industry	Science/Medical
<b>JM Vore</b>	Health Industry	Science/Medical
<b>Deanna Cordts</b>	C-W Nurse	Science/Medical
<b>Anna Parrill</b>	C-W Principal	Administration
<b>Dr. Henry LaBranche</b>	Retired Superintendent	Administration
<b>Dan Black</b>	Assistant Superintendent	Administration
<b>Dr. Bethany Bernasconi</b>	AMS Principal	Administration
<b>George Bower</b>	Souhegan Moderator	Community
<b>Shannon Gascoyne</b>	Parent	Community
<b>Peter King</b>	Mont Vernon Moderator	Community
<b>Reed Panisiti</b>	Amherst Selectmen	Community
<b>Kim Roberge</b>	Mont Vernon Selectmen	Community
<b>Nate Jensen</b>	Amherst Moderator	Community
<b>Georgia Craven</b>	Souhegan Student	Students
<b>Delaney Facques</b>	Souhegan Student	Students
<b>Stephen O'Keefe</b>	SAU Chair	Faculty, Staff, & Associations
<b>Amy Facey</b>	Former SAU Chair	Faculty, Staff, & Associations
<b>Jolene Sawyer</b>	Souhegan Teacher	Faculty, Staff, & Associations
<b>Katy Kennedy</b>	C-W Teacher	Faculty, Staff, & Associations

In addition to the task force, five sub-groups were created that allowed greater participation in the community. More than 100 students, parents, teachers, and community members participated in sub-groups and provided detailed feedback to the greater task force.



### III- Resources/References

The list below is a sample of the resources used in the development of this plan.

Resource	Link
<b>NH STRRT Task Force</b>	<a href="https://www.education.nh.gov/who-we-are/commissioner/school-transition-reopening-redesign-taskforce">https://www.education.nh.gov/who-we-are/commissioner/school-transition-reopening-redesign-taskforce</a>
<b>CDC School Guidance</b>	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
<b>Maine Framework</b>	<a href="http://www.maine.gov/doe/covid-19/reintegrate">http://www.maine.gov/doe/covid-19/reintegrate</a>
<b>Mass Guidance</b>	<a href="https://d279m997dpfwgl.cloudfront.net/wp/2020/06/DESE-Initial-Fall-Reopening-Guidance-vFF.pdf">https://d279m997dpfwgl.cloudfront.net/wp/2020/06/DESE-Initial-Fall-Reopening-Guidance-vFF.pdf</a>
<b>Dutch School Opening Article</b>	<a href="https://www.google.com/amp/s/www.tes.com/news/all-dutch-primary-pupils-are-back-school-heres-how%3famp">https://www.google.com/amp/s/www.tes.com/news/all-dutch-primary-pupils-are-back-school-heres-how%3famp</a>
<b>The Lancet Article</b>	<a href="https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(20)30264-3/fulltext">https://www.thelancet.com/journals/langlo/article/PIIS2214-109X(20)30264-3/fulltext</a>
<b>George Bower Risk-Based Criteria</b>	Private
<b>Harvard Chan School of Public Health Article</b>	<a href="https://news.harvard.edu/gazette/story/2020/06/harvard-expert-outlines-recommendations-for-school-reopenings">https://news.harvard.edu/gazette/story/2020/06/harvard-expert-outlines-recommendations-for-school-reopenings</a>
<b>Harvard School Guidance</b>	<a href="https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf">https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf</a>
<b>American Academy of Pediatrics Guidance</b>	<a href="https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/">https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/</a>
<b>NJ DOE FAQ's</b>	<a href="https://bit.ly/2Ob0Hpy">https://bit.ly/2Ob0Hpy</a>
<b>NH DHHS COVID-19</b>	<a href="https://www.nh.gov/covid19/">https://www.nh.gov/covid19/</a>
<b>Johns Hopkins Tracker</b>	<a href="https://hub.jhu.edu/2020/07/09/reopening-schools-policy-tracker/">https://hub.jhu.edu/2020/07/09/reopening-schools-policy-tracker/</a>
<b>Worldometer</b>	<a href="https://www.worldometers.info/coronavirus/country/us/">https://www.worldometers.info/coronavirus/country/us/</a>



## IV- Foundations

The following are a list of foundational beliefs that are used to determine our key strategies and to guide our thought process. They are not meant to be exhaustive but illustrative of the fundamental guiding principles.

- **This school year (and others after it) are likely to be disrupted by COVID-19**  
While we cannot control the containment, mitigation, and response to COVID-19, we must prepare as if this entire school year and others in the future *may* be affected.
- **Conditions and individual comfort levels are going to be dynamic and unpredictable and will vary by season**  
Conditions in our community, state, and country are likely to change rapidly and in an unpredictable way. As a result, we cannot in good faith create a plan for our entire school year, but must prepare ourselves to be adaptable to the changing conditions. In addition, the relative comfort level of our staff, students, and parents will likely adjust and change fluidly throughout the year.
- **Overall guidance for safety protocols is the responsibility of the Governor and DHHS**  
We have the ability at the local level to determine our pathway for our schools short of any direct executive orders by the Governor or decree by DHHS. However, it is the responsibility of state government to provide accurate, timely, and overall guidance upon which we should rely to make our local decisions.
- **Remote learning must be rigorous and strive to be a reasonable facsimile for in-person school**  
We must acknowledge (based on survey data) that some parents and students will choose not to send their children to the physical school in the coming months and years as a result of COVID-19, yet our objective remains the same. We need to acknowledge that remote learning is not an exact replica of the physical school environment but needs provide similar outcomes for students whenever possible.
- **Learning outcomes, standards, and progress must remain intact**  
We must not dilute our learning standards and outcomes and must instead invest in the resources necessary to encourage as many students as possible to attend the physical school safely to ensure adequate outcomes for all students.
- **Each member of the school community- parents, students, teachers, administrators, and staff- must be committed to our objective for the year for us to be successful**  
While each of us must make choices for our safety based on our own comfort level, the success of the school community hinges on each of us being accountable to contributing to our overall objective within our area of responsibility.





# V- Key Strategies

Based on our foundational beliefs, we will deploy the following key strategies to meet our objectives.

## Choice

Each member of the school community will be afforded options for their participation in the school community whenever possible. We will endeavor to give parents, students, and teachers options for participating in school by attending physically or via remote learning. It is our intention to not require ANY faculty, staff, or students to attend school in-person if possible.

## School Year Segments

The school year will be broken into logical segments of time of about four weeks to allow flexibility for parents, students, and staff to adjust their personal preferences based on changing conditions.

In addition, the use of segments in the school year will allow for remote and in-person groups of students to remain synchronized in their progress.

This change will require teachers to re-align their scope and sequence for their curriculum as well as to coordinate pacing guides between teachers to ensure that students can move between the remote and in-person option easily when required.

For each segment of the school year, the school system will announce two-weeks prior to the start of the next segment what (if any) changes to protocols will take place for that next segment. We will then ask parents and faculty to let us know a few days later what (if any) changes they plan to make for their participation during that segment.

<b><u>Segment</u></b>	<b><u>Start Date</u></b>	<b><u>End Date</u></b>	<b><u>Our Decision Date</u></b>	<b><u>Parent/Staff Date</u></b>	<b><u>Weeks</u></b>	<b><u>School Days</u></b>
1	8/31/2020	9/13/2020	8/10/2020	8/15/2020	2	5
2	9/14/2020	9/27/2020	8/31/2020	9/2/2020	2	10
3	9/28/2020	10/25/2020	9/14/2020	9/16/2020	4	19
4	10/26/2020	11/29/2020	10/12/2020	10/14/2020	5	19
5	11/30/2020	1/3/2021	11/16/2020	11/18/2020	5	18
6	1/4/2021	1/31/2021	12/21/2020	12/23/2020	4	19
7	2/1/2021	2/28/2021	1/18/2021	1/20/2021	4	15
8	3/1/2021	3/28/2021	2/15/2021	2/17/2021	4	20
9	3/29/2021	5/2/2021	3/15/2021	3/17/2021	5	20
10	5/3/2021	5/30/2021	4/19/2021	4/21/2021	4	20
11	5/31/2021	6/30/2021	5/17/2021	5/19/2021	3	8
<b><u>Totals</u></b>					<b><u>42</u></b>	<b><u>173</u></b>



With our school year being disrupted, it is possible that we will need to make adjustments to our school year calendar including suspending school for a period of time, adjusting vacation schedules, shortening or lengthening our school year, etc. However, our goal is to always make changes in line with the segment schedule posted above and to provide families and staff as much notice as possible.

### Combining Sections/Redundancy

In order to create the flexibility we need as described above, it will be necessary to combine sections of students into larger groups with more than one teacher assigned to that group. Teachers will be grouped in sets of 2-4 teachers to allow for redundancy, flexibility, and stability during unpredictable absences of teachers, change in conditions, etc.

We will still endeavor to maintain consistent groups of students within larger sections that will appear to regular-sized classes of students, but we need to build redundancy into the system to ensure unpredictable outcomes do not stop academic progress.

In addition to combining teachers in groups, we are also investigating assigning volunteer and/or paid long-term substitute teachers to groups of teachers to provide additional support to the logistics and coordination process of a hybrid environment.

### Anchoring Adults

We need to ensure that every student/family has a connection to a key adult in their school during the rest of this disruption. To that end, additional supports and structures need to be implemented at each school to provide staff with the professional development they need to be successful and for families to establish their contact with that key person for their child.

The vision is for each “anchoring adult” to be the key point of contact between family and school and for there to be ownership in that relationship for tracking the academic progress of each individual student.



## Professional Development

Our teachers and staff will need significant professional development in order to be successful in our plan. We will be requesting funds be redirected to allow teachers to receive professional development leading up to the school year in August and on-going professional development during the first few months of the school year. It cannot be over-stated that our success hinges on our faculty being prepared, feeling valued, and provided with support during this time.

We will be offering six days of teacher professional development for all teaching staff prior to the start of the school year. Teachers will have the choice of joining our professional development sessions in-person or remotely. Our professional development will include both synchronous sessions as well as individual and small group work time. Professional development will focus on social emotional learning, curriculum work, instructional design, technology tools, and building level processes and protocols. While there will be an intentional sequence to our reopening professional development, teachers will not be required to attend any non-contract days.

Date	Meeting Description	Attendees
<b>Monday, August 10<sup>th</sup></b>	SAU Orientation Day	Contract day for all new staff
<b>Friday, August 14<sup>th</sup></b>	New Teacher Institute	PD day for new teachers only
<b>Monday, August 17<sup>th</sup></b>	Mentor Program Day	Mentors, mentees, and mentor program facilitators
<b>Monday, August 24<sup>th</sup></b>	SAU 39 Reopening PD Summer Institute	Summer PD day for teachers, contract day for SHS staff
<b>Tuesday, August 25<sup>th</sup></b>	Welcome Back Day / Professional Development	First day of school for all staff
<b>Wednesday, August 26<sup>th</sup></b>	In-Service Day	Professional development day for all staff
<b>Thursday, August 27<sup>th</sup></b>	SAU 39 Reopening PD Summer Institute	Summer PD day for teachers, contract day for SHS staff
<b>Monday, August 31<sup>st</sup></b>	In-Service Day	Professional development day for all staff
<b>Tuesday, September 1<sup>st</sup></b>	In-Service Day	Professional development day for all staff

We will be examining our school calendar and planning additional professional development days throughout the school year. These professional development sessions will include both building and district level work as well as teacher designed professional development. The focus of these days will be determined based on professional development reflections and needs assessments.



## Create Logical Social Distancing Including Outdoor Education

Whenever possible, we will encourage the use of the outdoor grounds for classes to allow for additional social distancing. Teachers will be given flexibility in regards to use of school buildings and grounds to support additional spacing between students and teachers.

## Segment 1 Focused on Preparation

The first segment of the school year will be academically focused, but with intentional focus on developing connections between anchoring adults and students, establishing communication protocols and systems, and preparing for success in our disrupted environment.

In addition, the primary election day in New Hampshire on Tuesday, September 8, will be used as a dry run for fully remote classes with no in-person school on that day.






## Segment 2 Focused on Academic Readiness

During the second segment of the school year, we will spend time assessing students to determine their current academic level. For grades K-10 we will be using the NWEA MAP assessment for math and reading. This assessment will be administered during the second segment to students whether they are remote or in person. Additional classroom assessments will also be utilized to provide teachers with information on which how to best meet student needs. During team meetings and common planning time, we will be working with teacher teams to review assessment data and refine our curriculum and instructional plans. Teachers will continue to assess students throughout the school year both with the NWEA assessment as well as classroom assessments to ensure we are supporting students in making significant academic growth.



## VI- Status Protocols

Given the changing and unpredictable nature of conditions in our community, the school system will adopt a status classification system to easily indicate to which level of risk we are subject and which corresponding set of safety protocols will be in place for our schools.

	<b>Status</b>	<b>Modality</b>	<b>Target</b>	<b>Safety Protocols</b>
	<b>Red</b>	Campus Closed	0%	N/A
	<b>Orange</b>	Limited Access	10-25%	Strictest
	<b>Yellow</b>	Campus Open	70%	Required
	<b>Green</b>	Campus Open	90%	Recommended
	<b>Blue</b>	Near Normal Operations	99%	Encouraged

### Decision Making Process

The decision to move between status levels will be informed by the continued involvement of the task force and by evaluating various data points in the community. In general terms, decision making will be based on the following priority order:

<b>Source</b>	<b>Types of Data</b>
<b>Local Determinations</b>	Survey data, task force recommendations, surrounding communities
<b>Governmental Decrees</b>	Federal, Governor, or DHHS decrees that impact our schools
<b>Local Data</b>	Case counts, mortality data, positivity rates, hospitalizations, etc.
<b>Resource Availability</b>	Teacher cases, bus driver availability, etc.
<b>Parent/Faculty Decisions</b>	
<b>Quality of Remote Learning</b>	

In addition, in conjunction with Steve Frades, we are developing a data dashboard to track information in our community and State to aid in the determination of status levels.



## Status Red – Campus Closed

When conditions are severe, the entire school campus will be closed much like the spring of 2020. This status will be reserved for the most intense safety concerns for the school community or due to an executive order by the Governor or decree from DHHS.

## Status Orange – Limited Access

Priority access will be given to students with special needs who require services in the school building. The most strict safety protocols will be in place for staff and students in the school building. Short of a full closure, limited access allows school campuses to be accessed by students with special needs, those who require additional support, and no more than 25% of the school population on a rotating basis.

## Status Yellow – Campus Open with Required Protocols

In this status, school will be open to all students, but with required safety protocols as determined by the superintendent and the task force. Initial safety protocols include the following:

- Masks required for all staff and students inside school buildings;
- Social distancing of six feet without masks required at all times for staff and students;
- Symptom questionnaire required for access to the building with restrictions on entry based on answers or observed symptoms by nursing staff;
- Self-monitoring temperature greater than or equal to 100.0F restricts entry to the building;
- No access to the building by visitors, volunteers, or guests;
- Meetings with parents or staff that can be done remotely will be done remotely;
- Extensive hand-washing and sanitizer use in the school;
- PPE available for nursing staff;
- Lunch in classrooms; and,
- Extensive minimization of travel within the building when possible.
- Use of code of ethics for staff and students in regards to symptoms, travel, etc.



## Status Green – Campus Open with Recommended Protocols

When conditions are in a state of improvement, status green will be used to reduce requirements of the more restrictive statuses. The following protocols will be in place:

- Masks suggested for all students and staff;
- Social distancing of 6-10 feet encouraged when possible;
- Symptom questionnaire required for access to the building with restrictions on entry based on answers or observed symptoms by nursing staff;
- Self-monitoring temperature greater than or equal to 100.0F restricts entry to the building;
- Limited access to the building by visitors, volunteers, or guests;
- Meetings with parents or staff that can be done remotely will be done remotely;
- Extensive hand-washing and sanitizer use in the school;
- PPE available for nursing staff; and,
- Minimization of travel within the building when practical.

## Status Blue – Near Normal Operations

When conditions are approaching pre-COVID levels, status blue will be used to support the transition back to near-normal operations. Students who have severe medical concerns will still be allowed to access the school remotely, but the vast majority of students and staff will be expected to be in the physical building.



## VII- Resource Allocation

An estimated \$1,000,000 of resources are needed to execute this plan not including HVAC upgrades to improve ventilation and fresh air requirements. A working document of resources can be found here: <https://bit.ly/sau39-reopening-resources>

In addition, HVAC improvements have been prepared for budgetary purposes in coordination with the architect working with the JFAC in Amherst and Souhegan. This document provides significant details about the proposed HVAC upgrades to be considered: <https://bit.ly/sau39-hvac>

<b>Amherst</b>	<ul style="list-style-type: none"> <li>• Immediate: \$678,000</li> <li>• HVAC-ST: \$290,000</li> <li>• HVAC-LT: \$5.7-\$7.2m</li> </ul>
<b>Mont Vernon</b>	<ul style="list-style-type: none"> <li>• Immediate: \$157,000</li> <li>• HVAC-ST: \$54,000</li> <li>• HVAC-LT: \$300k-\$1.5m</li> </ul>
<b>Souhegan</b>	<ul style="list-style-type: none"> <li>• Short-Term: \$191,000</li> <li>• HVAC-ST: \$230,000</li> <li>• HVAC-LT: \$7m</li> </ul>

### Funding Sources

We do not have all of the funds available to safely open our schools. Each individual board will need to work through specific funding requests. We are prioritizing existing funds first, but will need each constituent school board to consider holding a special district meeting (see RSA 40:13) to raise additional appropriations beyond what was approved by voters this past spring.

### Teacher Professional Development

Our success in creating a safe environment that is academically successful will hinge on our ability to provide teachers with appropriate support and professional development in re-organizing curriculum. By segmenting our school year and creating teams of teachers, teachers will need to spend time preparing their classroom activities and lessons while also re-organizing their structures to support the dynamic nature of the upcoming school year.





We will need funding to allow all teachers two days of paid professional development leading up to the school year and for continued opportunities during the school year.

In addition, each of our bargaining units should be offered the opportunity to participate in impact bargaining to ensure that with the changes and disruptions to our typical schedules that school boards are honoring the collective bargaining agreements with the associations.

### Physical Security

In order to maximize the use of outdoor space, additional physical security will be needed. It is likely that we will be seeking volunteer security guards who are willing to patrol our school grounds and ensure the safety of our students while outdoors.

### Cleaning & Sanitization

Our custodial staff will need training to ensure they can adhere to strict cleaning and disinfecting guidelines. In addition, our custodial staff will need to be scheduled to do their work during 2<sup>nd</sup> shift to ensure the school building is prepared for access each day. As a result, additional custodial support will be necessary to handle cleaning and disinfecting of touch surfaces during each school day.

### Technology

To ensure appropriate remote options persist, each student will be provided with a device for 1:1 access. Also, the district will work with families to ensure Internet access in each home can be used for school purposes.

### Air Quality

The indoor air quality in each of our schools meets standards, but may not be sufficient to ensure recirculated air is not in classrooms. As colder weather approaches, the SAU should seek to prepare a potential warrant article for funding to upgrade HVAC systems up to new construction standards to ensure appropriate air quality. In addition, because of the potential for extended use of school facilities in the summer, air conditioning for some or all of various schools needs to be considered.



## Emergency Policy on Personal Protective Measures

The following draft policy is being proposed for adoption as a temporary, emergency policy:

### Findings

As recently as July 17, 2020 the Governor extended the State of Emergency declared in Executive Order 2020-04 due to the COVID-19 pandemic. The extension has declared that: the Center for Disease Control [“CDC”] reports that COVID-19 is spread mainly from person to person, that COVID-19 is currently spreading very easily and sustainably, that COVID-19 is spreading more efficiently than influenza, and that the best way to prevent illness is to avoid being exposed to COVID-19 by taking the following steps:

- Maintain good social distance (about 6 feet);
- Wash your hands often with soap and water, and if soap and water are not available, use a hand sanitizer that contains at least 60% alcohol;
- Routinely clean and disinfect frequently touched surfaces; and
- Cover your mouth and nose with a cloth face covering when around others.

The District has a duty to provide for the health and sanitation of its schools. See NH RSA 194:3, VIII. This duty includes “the daily administration and provision of educational services to students at the school facility including . . . staff, student and parent safety. . .” See RSA 194-C:4, II(j). These requirements are reiterated in state regulations.

State law mandates that “[w]henver any student exhibits symptoms of contagion or is a hazard to himself or others, he shall be excluded from the classroom and his parents or guardians shall be notified as soon as possible.” See NH RSA 200:39 (emphasis added).

### Mask and Face Covering Requirements

On the basis of these findings, the Board authorizes the following policy directives to be implemented based on the Superintendent’s determination of risk to the school community:

1. Masks and/or cloth face coverings may be required for students, staff, contracted providers and third parties in order to access school buildings, grounds, and school buses;
2. No person, including a student shall be required to wear a mask if their disability or a medical condition prevents them from doing such;



3. Staff (including contracted service providers) who work with deaf students or hard of hearing students, students learning to read, and students who rely on lip reading shall wear clear masks which enhance service provision;
4. The District shall endeavor to maintain a supply of masks for students and staff who do not have access to a mask or cloth face covering;
5. The Superintendent shall provide appropriate notification to all school staff, students, parents, and school board members when a requirement regarding the use of masks and/or face coverings is implemented, altered, or eliminated; and,
6. The Superintendent or his/her designee, with input from the building nurse, will establish mask and/or face covering definitions, style guidelines, and efficacy requirements based on CDC and NH DHHS, and other appropriate guidelines.
7. Electronic media and the District web-site are deemed appropriate media forms for notifications under this policy.

Any student who refuses to abide by the established directives shall be deemed a health hazard to themselves and others, shall be removed from the school building and their parent/guardian shall be contacted and required to take their child unless and until such time as they are willing to comply with the face mask or cloth covering requirement. See NH RSA 200:39.

### **Testing Notification Requirements**

Due to the District's desire to notify parents and staff when a member of the school community has been in contact with someone who has tested positive for COVID-19, parents, adult students and staff are required to notify the school via the school nurse when they or a student has been tested for COVID-19 and, in addition, the results of the COVID-19 test within 24 hours of receipt of the test results. To the extent possible, all medical information including a positive test result will be kept confidential by the school district, but will form the basis of a notification to other students or staff who may have come in contact with the person who tested positive for COVID-19. The District shall only release personally identifiable student information or the identity of a positive student when it is required to do such by state law, or it deems such to be necessary under the Health and Safety Emergency exception of the Family Education Rights and Privacy Act ["FERPA"] in order to protect the health or safety of the student or others.



## Other Temporary Policy Changes

- Athletic handbooks/procedures are temporarily amended to allow parents to transport their children to/from athletic events based on the Superintendent's discretion;
- Policy KF is temporarily amended to restrict use of school facilities by outside groups based on the Superintendent's discretion; and,
- Policy KI (where applicable) is temporarily amended to restrict access to the school facilities by visitors based on the Superintendent's discretion.

## Duration

This policy is temporary based on a health emergency. This policy shall remain in place until such time as the Governor rescinds his Emergency Order, modifies his order to eliminate the face mask recommendation, or the Board determines that there is no longer a substantial risk that unmasked persons will present a hazard to themselves or others in the school setting, whichever event is the latter. The Board shall review this policy quarterly to determine whether it remains appropriate. The Superintendent shall update the School Board(s) quarterly on the implementation of this policy.

## Legal References

NH RSA 194:3, VIII, Powers of Districts, available at:

<http://www.gencourt.state.nh.us/rsa/html/XV/194/194-3.htm>

NH RSA 194-C:4, II(j), Superintendent Services, available at:

<http://www.gencourt.state.nh.us/rsa/html/XV/194-C/194-C-4.htm>

NH RSA 200:39, Exclusion from School, available at:

<http://www.gencourt.state.nh.us/rsa/html/XV/200/200-39.htm>

Emergency Order #2020-04\_, available at:

<https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/2020-04.pdf>



Emergency Order #2020- 15, available at:

<https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/executive-order-2020-5.pdf>

### **Other References**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.htm>



## VIII- Timeline/Action Steps

Stage	Tasks	Time Period
<b>Task Force</b>	Initial protocol development	June – July, 2020
- Initial Draft		July 9, 2020
- Task Force Review		July 16, 2020
- Sub-Group Review		July 16-23, 2020
- Feedback		July 23, 2020
- Finalization		July 30, 2020
<b>Preparation Phase</b>	Develop plans and procedures	July 30 – August 30, 2020
- SAU School Board	Adopt policy and allocate resources	August 10, 2020
- Parent Information Nights	Provide parents with detailed building-level plans	August 11-12, 2020
- Individual School Board Meetings	Review funding requests and evaluate special meeting	August 17-18, 2020
- Impact Bargaining		July 23 – August 10, 2020
- Professional Development	Teacher preparation and training	August 10 – 28, 2020
<b>Initial Determination</b>	Establish protocol for segment 1	August 10, 2020
<b>New Student Tours</b>	Allow students matriculating or moving to the SAU to tour school facilities	August 24-28, 2020
<b>First Day of School</b>	All students at MVVS, Wilkins, and AMS, grades 9 and 12 at Souhegan	September 2, 2020
<b>First Day for others</b>	All Clark students and grades 10-11 at Souhegan	September 3, 2020
<b>Remote Only Day</b>	All students attending remotely	September 8, 2020emo
<b>FY22 Budget Development</b>		August, 2020 – March, 2021



# IX. Building Level Plans

## Mont Vernon Village School

### Summary

Thanks to smaller class sizes, Mont Vernon Village School will experience minimal disruptions in programming. We will have one start and end time. Slight modifications to our arrival and dismissal procedures will minimize the gathering of large groups of students.

We will divide students into grade bands that include K-2, 3-5, and 5-6. Students will generally stay with their class for the full day except for special services, recess, and some specials. However, the potential for remediation and vertical acceleration within grade bands exists to best meet the needs of all learners.

### Weekly Schedule

Students in Grades K-3 will remain in self-contained classrooms for the core academic content. They will have double blocks for Language Arts and Math. Students in Grades 4-6 will have 2 core academic teachers for double blocks of Humanities and STEM. All students will utilize Dreambox for a minimum of 90 minutes each week.

All students will have one block of specials each day, and they will also have social-emotional and technology lessons threaded into their weekly schedule.

Students will have an opportunity for morning snack, 25 minutes for lunch, and 25 minutes for recess.

### Daily Schedule Sample Grade 3-4

8:35	9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00		Language Arts	Language Arts	Humanities	STEM
		Language Arts	Language Arts	Specials 9:45-10:25	Specials 9:45-10:25
		Specials 10:30-11:10	Specials 10:30-11:10	Humanities	STEM
	10:50	Language Arts	Language Arts	Humanities	STEM
10:50	11:50				
11:55		Recess	Recess	Recess	Recess
	12:45	Lunch	Lunch	Lunch	Lunch
1:00	1:40	Math	Math		
		Math	Math	STEM	Humanities
		Math	Math	STEM	Humanities
		Math	Math	STEM	Humanities
				STEM	Humanities



2:30	3:10	WIN	WIN	WIN	WIN
3:15		Dismissal 1	Dismissal 1	Dismissal 1	Dismissal 1

### Social Distancing Protocols

To mitigate the spread of germs, we will prioritize social distancing and masks. We will utilize outdoor spaces as much as possible. We will set up shady areas, and we will utilize flexible seating options to allow for outdoor learning and mask breaks as much as possible. We will set up three or four “classroom areas” that teachers will be able to sign up for via shared documents.

Lunch will be held in the classroom. Recess will be divided into 2 bands, K-2 and 3-6. The following recess locations will be shared on a rotating basis:

- Location 1: Playground
- Location 2: Field 1
- Location 3: Field 2

### Anchoring Adults

Relationships and connections will be central to our success in keeping students engaged in the MVVS school community. For this reason, all students will be provided an Anchoring Adult. The anchoring adult may be a homeroom teacher, interventionist, or someone within the building that has formed a meaningful relationship with the student. The purpose of the Anchoring Adult is to keep our students connected to school, provide appropriate supports, and streamline communication. Anchoring Adults will be assigned no later than August 24, 2020.

### Teacher Professional Development

All Mont Vernon Village School professional staff will have the opportunity to participate in the SAU39 Re-opening Professional Development Institute. In addition, the SAU39 opening day and August Inservice will be devoted to building level preparations and professional development to prepare for a successful school year.

### A Day in the Life for In-Person Learners

The flow of traffic will be altered this year. Videos will be available to the public to demonstrate the direction vehicles will travel in for drop off and pick up. Parents/guardians will drop students off in the rear of the building; there will be signage to guide parents and students. Students arriving in vehicles must wear a mask upon entrance into the building.

Buses will drop off and pick up at the main entrance of the school. Students will be required to wear masks on buses for the duration of the ride, and they will be spaced 3 feet apart.





Buses will be unloaded one at a time. Students will walk directly to the exterior closest to their classroom, and they will report directly to their classrooms.

We ask that walkers arrive no earlier than 8:25. They will enter the building through the main entrance, and they will report directly to their classrooms. Walkers must wear a mask upon entrance into the building.

Our goal is to ensure all students have a regular schedule. We will strive for in-person specials as much as possible. PE will be held outdoors if weather permits. Art will most likely take place in the classroom, and supplies will need to be individually consumed. Spanish and guidance lessons will take place in the classroom; however, students may be able to utilize the MPR or the library in groups fewer than 18. Library books will be delivered to students once/week. Parent volunteers may be requested to help with library duties. Music and Spanish may take place in the classroom or the MPR. MVVS will continue to work with homeschool families to offer specials.

Our guidance counselor will deliver one SEL lesson to each class one time/week. The guidance schedule will be developed as part of a collaborative effort in the coming weeks. Additionally, office hours with the guidance counselor will occur throughout the day. Students will have the ability to make appointments or drop in, on an as-needed basis.

Special educators will deliver services to identified students remotely and in-person. The three MVVS special education teachers will focus on the grade-level band (K-2, 3-4, 5-6) that best fits their skill level. They may also work collaboratively to meet the needs of students outside of their assigned grade-level band.

Placement meetings with parents will take place via Zoom, whenever possible. Speech services and occupational therapy will be delivered in-person and remotely.

Intervention will now be called a WIN (What I Need) block. WIN will be comprised of remediation or enrichment based on what each student needs.

WIN will enhance our instructional programming by:

- Sustaining high achievement and high growth
- Boosting high achievers with low growth
- Providing timely and intensive support for students with low achievement and low growth with frequent progress monitoring
- Continuing to challenge students with low achievement and high growth as they work toward grade-level proficiency

At the end of the day, bus students will be dismissed from their exterior classroom doors. Bus students will be escorted directly to their waiting buses. All bus students are required to wear masks. Bus Dismissal will be announced by the office staff. Bus dismissal will start at 3:10.



Parent pick-ups will begin at 3:10pm. Parents are asked to stay in their cars. Adults will usher students to waiting cars. Walkers will be dismissed at 3:15pm; they are asked to leave school property at that time.

## **MVVS REMOTE LEARNING EXPECTATIONS**

### **STUDENT**

- Engage with his or her teacher
- Advocate for personal needs and additional support when needed
- Complete independent assignments and submit them by deadlines
- Keep track of completed work and assignments and turn them in to teachers at designated times
- Attend synchronous lessons

### **FAMILIES**

- Review communications from the district, school, and teachers to understand the available supports and expectations for your student's remote learning
- Create favorable conditions in the home to support productive student work
- Advocate for student's needs
- Hold student accountable to engaging actively in their learning

### **TEACHERS**

- Connect with families and students using district-approved technologies and communications channels
- Plan instructional content delivery based on guidance and schedule provided by the district
- Collaborate with peers to plan for support for students with identified needs
- Deliver instructional content and activities and provide feedback on work and progress meeting grade-level expectations
- Zoom links should be posted in the Google Classroom at the top of the page for students to easily access them.
- A daily schedule should be posted to the "Announcements" section of the Stream and it will also be reviewed during the class morning meeting.
- Follow up with students who are not submitting work as expected.
- Guardian email summaries will be "turned on" in Google Classroom and parents will need to opt-in for daily or weekly email summaries.

### **SUPPORT STAFF**

- Collaborate with peers to plan for support for students with identified needs
- Connect with families and students
- Provide resources and support for students' social-emotional needs
- Collaborate with peers to plan for support for students with identified needs

### **PRINCIPAL**

- Communicate overarching virtual learning plan to families
- Implement virtual collaboration protocols for teachers and staff to receive and share information, celebrate success, and jointly problem solve



- Monitor implementation and family contact and address issues as they arise
- Remove barriers to success for teachers as they implement virtual learning
- Assess teacher needs related to connectivity and devices
- Create school-based plans for making connections with every student

### A Day in the Life of a Remote Learner

Three content-specific teachers will divide remote learning duties for Grade K-6. Teacher assignments will be determined once we have a final count of online learners for the first segment of the 20-21 academic year. Additionally, one specialist will offer support Monday-Wednesday.

Online programs such as Dreambox and Mystery Science will also be utilized during remote learning to support instruction. Google Classroom will serve as the main platform for remote learning.

Remote learners will be placed in the following grade-level bands.

- K-2
- 3-4
- 5-6

### SCHEDULING GUIDELINES

#### Overarching Goals of Remote Scheduling:

- Students receive a consistent, quality education, regardless of delivery model.
- Students are provided synchronous (scheduled) learning opportunities throughout the week for each course.
- Schools and families are provided flexibility to continue learning through a combination of synchronous (scheduled) and asynchronous (self-paced) supports.

#### Scheduling Responsibilities

- Each week, each teacher must provide scheduled learning opportunities for each of their classes via Google Classroom and Zoom. The schedule will be consistent from week to week.
- Special educators will ensure services for students with disabilities are scheduled.
- Teachers will include scheduled office hours for students to benefit from small-group support.
- Specialists will share resources and links via Google Classroom for art, music, social-emotional learning, and PE that parents and students can access on-demand. Specials will not be monitored or graded for remote learners.

### Sample Math Schedule



Remote Learning Schedule MVVS Math					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-9:40	Third	Fifth (9:00-9:55)	Third	Fifth (9:00-9:55)	Independent
9:45-10:25	Kindergarten	Sixth (10:00-10:55)	Kindergarten	Sixth (10:00-10:55)	Work
10:30-11:10	Second	Fourth (11:00-11:55)	Second	Fourth (11:00-11:55)	Small Group
11:15-11:55	First		First		Instruction
1:00-1:40	Small Group Support	Small Group Support	Small Group Support	Small Group Support	Office Hours
1:45-2:25	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
2:30-3:10	One-on-one Support	One-on-one Support	One-on-one Support	One-on-one Support	

**Sample ELA Schedule**

Remote Learning Schedule MVVS ELA					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-9:40	Second	Second	Second	Second	Independent Work/ Small Groups
9:45-10:25	First	First	First	First	Independent Work/ Small Groups
10:30-11:10	Third	Third	Third	Third	Independent Work/ Small Groups
11:15-11:55	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Instruction
11:55-1:00	Lunch/Outside	Lunch/Outside	Lunch/Outside	Lunch/Outside	Lunch/Outside
1:00-1:40	Fourth	Fourth	Fourth	Fourth	Office Hours
1:45-2:25	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
2:30-3:10	One-on-one Support	One-on-one Support	One-on-one Support	One-on-one Support	Office Hours

*\*\* We encourage all parents to log in alongside their children to view their work and progress within the Google Classroom. This will also help parents set up a weekly schedule for their child with their individual and/or small group Zoom sessions outlined on a calendar.*



## Clark-Wilkins Elementary Schools

### Summary

The Clark-Wilkins team is committed to three goals:

- Creating a safe, healthy, and supportive environment for all students and staff
- Ensuring all students make at least one years worth of academic growth
- Embracing creativity and flexibility to develop the best plan for students and staff

We are proposing an in-person teacher team model (POD) that reduces the exposure of students and staff to the full population in the buildings. In this model, three teachers and a paraprofessional work together with a group of 30 to 45 students to provide all content instruction, small group intervention, and special education services to the students in their POD.

PreK	K	1st	2nd	3rd	4th
	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
Special Educator	CT with Special Ed Certificatio	CT with Special Ed Certification	CT with Reading Specialist cert	CT with Special Ed Certificatio	CT with Special Ed Certification
Classroom Paraprofession	Classroom Paraprofessional	Classroom Paraprofessional	Classroom Paraprofessional	Classroom Paraprofessional	Classroom Paraprofessional
	Classroom Paraprofessional				
	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher
	CT with Special Ed Certificatio	CT with Special Ed Certification	CT with Special Ed Certification	CT with Reading Specialist ce	Special Educator
	Classroom Paraprofessional	Classroom Paraprofessional	Classroom Paraprofessional	Classroom Paraprofessional	Classroom Paraprofessional
	Classroom Paraprofessional				
	Classroom Teacher		Classroom Teacher		Classroom Teacher
	Classroom Teacher		Classroom Teacher		Classroom Teacher
	CT with Special Ed Certification		CT with Special Ed Certification		Special Educator
	Classroom Paraprofessional		Classroom Paraprofessional		Classroom Paraprofessional
	Classroom Paraprofessional				
		Remote Classroom Teacher	Remote Classroom Teacher	Remote Classroom Teacher	Remote Classroom Teacher

Students will be assigned to a homeroom teacher and classroom with approximately 10-15 students in a full-size physical classroom. This teacher will work with two other teachers, one of whom has a special education certification and/or reading specialist certification, to plan and deliver all instruction to the students in their homerooms. Students on the same POD will be able to work with each other outside of their homeroom group but will not work with students on other PODs. This will allow us to provide the highest quality intervention, enrichment, and support to all students while maintaining a heterogenous make up of classes.

Each POD will have recess and lunch together. Lunch will take place in the classroom and recess will occur in one of three designated locations at Wilkins and on the playground at Clark.

The student arrival and dismissal procedures will be changed to provide for physical distancing and safety for students and staff. These are outlined in the social distancing section below.

Students who elect to participate in remote instruction will be assigned a designated grade level remote instruction teacher. This teacher will provide all content instruction and small group instruction for the students assigned to their class.



All students at Clark-Wilkins will receive weekly instruction, in a remote format, in five special areas: art, music, library, physical education, and guidance. Remote and in person students will be provided a weekly lesson and will be able to access this lesson via Google Classroom in the remote setting or in the classroom with their homeroom class and the support of the paraprofessional assigned to the POD. Efforts will be made to provide asynchronous and synchronous specialist offerings.

### Weekly Schedule

Monday	Monday	Tuesday	Wednesday	Thursday	Friday
9:15 – 9:35	Student Arrival				
9:35 – 11:00	Core Instruction within POD				
11:00-11:30	Recess Outside with POD				
11:30-12:00	Lunch in Classrooms with POD				
12:00-12:20 Art	Specials Remote in POD: Art	Specials Remote in POD: Music	Specials Remote in POD: PE	Specials Remote in POD: Library	Specials Remote in POD: Guidance
12:20 – 2:45	Core Instruction within POD				
2:45- 3:30	Dismissal				

### Daily Schedule

Proposed Schedule	Teacher	Teacher	Teacher with Special Ed. Certification
9:30- 9:45	Morning Meeting - SEL	Morning Meeting - SEL	Morning Meeting - SEL
9:45 – 11:15	Literacy	Literacy	Literacy
11:15- 12:00	Small Group Reading	Small Group Reading	Small Group Reading - Special Education
12:00 - 12:30	Recess	Recess	Recess
12:30 - 1:00	Lunch	Lunch	Lunch



1:00 - 1:45	Math	Math	Math
1:45 – 2:30	Small Group Math	Small Group Math	Small Group Math - Special Education
2:30 - 2:45	Specials	Specials	Specials
2:45 - 3:30	Dismissal	Dismissal	Dismissal

Remote Learning Schedule

Sample First and Second Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:30 - 9:50	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Independent
9:50 - 10:15	Phonemic Awareness and Foundations Skill	Phonemic Awareness and Foundations Skill	Small Groups and Individual Check-Ins	Phonemic Awareness and Foundations Skill	Phonemic Awareness and Foundations Skill	Synchronous and Asynchronous Teacher Directed Instruction
10:15 - 10:45	Independent Reading	Independent Reading		Independent Reading	Independent Reading	Scheduled by students and teachers - Not LIVE on Zoom for the full time for all students
10:45 - 11:15	<b>Read Aloud and Mini Lesson - Reading</b>	Read Aloud and Mini Lesson- Writing	Independent Work Time	<b>Read Aloud and Mini Lesson - Reading</b>	Read Aloud and Mini Lesson- Writing	
11:15 - 12:30	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time		Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	
12:30 - 1:30	Lunch and Outdoor Time	Lunch and Outdoor Time		Lunch and Outdoor Time	Lunch and Outdoor Time	
1:30 - 1:45	Specials	Specials	Specials	Specials	Specials	
1:45 - 2:15	Math Lesson	Math Lesson		Math Lesson	Math Lesson	
2:15 -3:00	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Independent Work Time - Science	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	

Sample 3<sup>rd</sup> Grade Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday	
9:30 - 9:50	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Independent
9:50 - 10:15	Fundations	Fundations	Small Groups and Individual Check-Ins	Fundations	Fundations	Synchronous and Asynchronous Teacher Directed Instruction
10:15 - 10:45	Independent Reading	Independent Reading		Independent Reading	Independent Reading	Scheduled by students and teachers - Not LIVE on Zoom for the full time for all students
10:45 - 11:15	<b>Read Aloud and Mini Lesson - Reading</b>	Read Aloud and Mini Lesson-Writing		<b>Read Aloud and Mini Lesson - Reading</b>	Read Aloud and Mini Lesson-Writing	
11:15 - 11:35	Specials	Specials	Specials	Specials	Specials	
11:35 - 1:00	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	
1:00 - 2:00	Lunch and Outdoor Time	Lunch and Outdoor Time	Lunch and Outdoor Time	Lunch and Outdoor Time	Lunch and Outdoor Time	
2:00 - 2:30	Math Lesson	Math Lesson		Math Lesson	Math Lesson	
2:30 - 3:00	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Independent Work Time - Science	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	

Sample 4<sup>th</sup> Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:30 - 9:50	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Independent
9:50 - 10:15	Read Aloud and Mini Lesson - Reading	Read Aloud and Mini Lesson - Reading		Read Aloud and Mini Lesson - Reading	Read Aloud and Mini Lesson - Reading	Synchronous and Asynchronous Teacher Directed Instruction
10:15 - 10:45	Independent Reading	Independent Reading		Independent Reading	Independent Reading	Scheduled by students and teachers - Not LIVE on Zoom for the full time for all students
10:45 - 12:00	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	
12:00 - 1:00	Lunch and Outdoor Time	Lunch and Outdoor Time	Lunch and Outdoor Time	Lunch and Outdoor Time	Lunch and Outdoor Time	
1:00 - 1:15	Specials	Specials	Specials	Specials	Specials	
1:15 - 1:45	Math Lesson	Math Lesson		Math Lesson	Math Lesson	
1:45 - 2:30	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	Independent Work Time - Science	Small Groups and Individual Check-Ins/ Independent Work Time	Small Groups and Individual Check-Ins/ Independent Work Time	
2:30 - 3:00	Mystery Science/ Museum of Science	Mystery Science/ Museum of Science		<b>Mini Lesson-Writing</b>	<b>Mini Lesson-Writing</b>	

The small group and individual check-in times will be established by the teacher and be shared with families for a consistent schedule. Students will not be expected to be “live” on Zoom for the full block of time as students will be provided specific times to meet in small groups and/or individually with their teacher.

The “live” Zoom times may include pre-recorded lessons that will need to be viewed prior to participating in a live lesson related to this content. This will also allow for parents to watch the pre-recorded lessons at a time that is convenient for them and for students to access them after the instructional day.





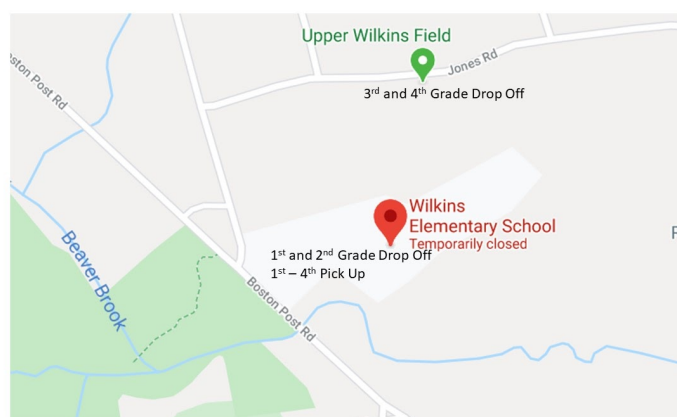
We encourage all parents to log in alongside their children to view their work and progress within the Google Classroom. This will also help parents set up a weekly schedule for their child with their individual and/or small group Zoom sessions outlined on a calendar.

[Please click here to watch a video for additional information on the remote learning schedules at CW.](#)

[Click here to view the SAU #39 Remote Learner Rules of the Road](#)

## Social Distancing Protocols

### Morning Arrival - Wilkins School



At both parent drop off locations, parents will be directed to pull into a designated area and only 8-10 vehicles will be allowed to open their doors and allow for students to exit and use their designated entrances to enter the building.

- First grade students will exit parent vehicles from the front loop and enter the building using the front entrance doors and proceed to their classrooms.
- Second grade students will exit parent vehicles from the front loop and enter the building using the 1st/2nd grade recess doors OR the middle hallway recess doors.
- Third grade students will exit parent vehicles on Jones Road at the Upper Wilkins field. They will enter the building using the 3rd grade entrance closest to the end of the stairs.
- Fourth grade students will exit parent vehicles on Jones Road at the Upper Wilkins field. They will enter the building using the 4th grade portable entrances and the 4th grade recess doors.

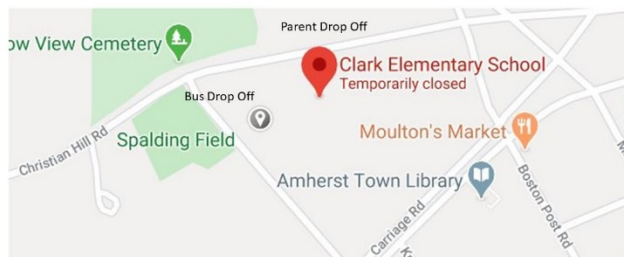
Students riding the bus will enter the building through the middle hallway. Buses will be unloaded one at a time and physical distancing will be encouraged as students enter the building.

Students riding specialized transportation will enter the building through the middle hallway. The specialized transportation buses will be unloaded one at a time and staff members will be available to meet students and walk into the school building.



Walkers will enter the building through the main entrance, 1st/2nd grade recess doors, the middle hallway recess doors, or proceed to the 4th grade portables.

### Morning Arrival - Clark



Parent drop off will occur at the front loop of the building. Parents will be directed to pull into a designated area and only 8-10 vehicles will be allowed to open their doors for students to exit and use their designated entrances to enter the building. Students can enter the building using the main entrance doors and the MPR doors.

Staff WILL NOT be allowed to open car doors or assist students in exiting vehicles.

Bus students will be dropped off at Davis Lane and will be unloaded one bus at a time. Students will walk from the Davis Lane drop off to the playground and directly into classrooms.

Walkers may be escorted to the beginning of the crosswalk in front of Clark school by parents. They will then enter the building using the main entrance doors or the MPR doors with the parent drop off students.

### Preschool

Parents will park in either three designated spaces in the Clark parking lot or on Foundry Street at the designated preschool arrival and dismissal times. They will escort their students to the doors of the preschool classroom.

Staff WILL NOT be allowed to open car doors or assist students in exiting vehicles.

### Lunch – Clark and Wilkins

- All students will eat lunch in their classrooms at Clark and Wilkins
- School lunch will be delivered to classrooms by school staff.
- Parent volunteers will not be assisting with lunch.
- Specific lunch times will be determined in conjunction with the school nutrition team.



## Recess

### Wilkins

A POD will attend recess together and design their recess schedules and coverage as a team. A staff member will need to be available each day as part of the POD to cover recess. A designated recess staff member will be at one of the three recess locations to assist with each PODs supervision. The POD will sign up for one of three locations. Three PODS will be permitted to be out at recess at one time.

Location #1: Blacktop and Basketball Courts , Location #2: Playground , Location #3: Back Field

Students will not be permitted to use shared equipment outside of the playground structures.

### Clark

A POD will attend recess together and design their recess schedule and coverage as a team. Two staff members will need to be available for each recess time. The recess space will include all of the playground area. PODs can select from 11:00, 11:30, or 12:00 for recess. Additional recess times can be planned within the POD and in conjunction with the grade level team in order to ensure that another POD of students is not using the space.

Students will not be permitted to use shared equipment outside of the playground structures.

Preschool will be able to use their designated recess space and design their own schedule with existing staff.

We are working with the nursing team to create protocols and procedures for staff and students in the building. Teachers will call the nurse if they have a student not feeling well and the nurse will go to the classroom where the student is located to assess the student. Additional nursing spaces will be established in each of the buildings to separate students that aren't feeling well from the general nurse's office.

The school offices will only house the office staff and we are limiting the staff that will be allowed to be in this space. If there is a need to talk with the office staff it will be done from the communication window in the hallway or by phone/emails. All mailboxes will be located outside of the classrooms or hallways. During the yellow and orange status windows, parents and volunteers will not be allowed in the building. The administrative team is working on protocols for office and parent communication.

## Anchoring Adults

All students at Clark-Wilkins will be assigned to either a homeroom teacher as part of a POD or a remote instruction classroom teacher. These individuals will serve as the anchoring adult for their group of students.



## Teacher Professional Development

All Clark-Wilkins professional staff will have the opportunity to participate in the SAU #39 Re-opening Professional Development Institute August 11-13<sup>th</sup> and 18<sup>th</sup>-20<sup>th</sup>. In addition, the SAU #39 opening day and August In-service will be devoted to building level preparations and professional development to prepare for a successful re-imagined school year.

## A Day in the Life

Poppy is a kindergarten student at Clark School. She begins her morning by being dropped off by her parents. Her parents arrive at Clark School and enters a parent drop off line. The staff members on duty lift their flags to allow for Poppy's parents to open their car doors when it is safe to do so and their vehicle has entered a designated space. Poppy exits her parent's vehicle, independently or with assistance from her parents, and enters the school through the MPR doors with a maximum of only 8-10 other students entering the school at the same time as her.

She enters her classroom and is greeted by her teacher. She attends morning meeting with her class and sits in a circle on the rug with her peers. She receives literacy instruction from her home room teacher, working on phonemic awareness and reading comprehension with her class. She is pulled into a small group by the special education teacher in her POD to receive targeted instruction in letter identification with two other students who are part of her POD for 20 minutes.

She attends recess on the playground with her POD and uses the new monkey bars that were installed this summer to play with her classmates. She transitions back into her classroom and receives a bagged school lunch that she ordered for the day from food services.

In the afternoon, Poppy participates in math instruction with her homeroom class and the teachers in the POD set up small groups and centers that allow for kids to practice some skills and provide extension and enrichment in other skills. Poppy has shown mastery of number writing and today she is working on making groups of five using her individual set of manipulatives.

The class has Art today and the remote teacher has set up a video lesson and activity in Google Classroom for the class to work on together with the support of the paraprofessional. Today Poppy learns about paint as a medium and paints a picture of her family. She continues this activity at home that afternoon or the next morning.

Poppy's class uses the outdoor classroom at Clark for play based learning and she engages in play with students from her POD at the sensory table. Poppy's teacher supports the learning by providing the students with materials related to their fall themed fiction unit, such as colored leaves and acorns, in the outdoor sensory table.

Poppy packs up her belongings and waits for her family's pick up group to be announced. When her group is announced, she goes to the MPR and sits in a designated space physically



distanced from other peers. When her parents arrive in the loop, her name is announced on a radio and she exits the MPR and enters her parent's vehicle.

Brady is a 4<sup>th</sup> grade student at Wilkins. He rides to school on bus 14 with 15 other Clark-Wilkins students. The bus stops at Clark on Davis Lane and 3 kindergarten students exit the bus. The bus proceeds to Wilkins and is unloaded as the only bus in the middle loop area of the building and students are directed to walk inside a designated bus only entrance door and directly to their classrooms. Brady walks directly to his classroom located in the building.

He attends morning meeting with his homeroom and begins core instruction in humanities with his homeroom and some students from the other homeroom on his POD. He engages in collaborative writing using Google Docs on an assignment that has been posted in the class Google Classroom with peers in the classroom. He has snack in his classroom with peers on his POD.

It is time for recess and Brady exits his classroom and joins up with other students on his POD to play soccer on the back field. After recess, Brady enters the building and goes back to his home room class for lunch. He eats lunch from home in the classroom.

In the afternoon, Brady's class has music and uses Google Classroom to access a lesson with the music teacher. The music teacher Zooms into the class and students who have elected to participate in remote learning join in as well. Students are studying famous musicians, listening to different songs and participating in a discussion on Google Classroom. They do this for about 20 minutes and the music teacher suggests that this discussion can continue after school.

Brady participates in a math lesson with one of the teachers on his POD and today they are learning about adding fractions. He uses individualized fraction tiles to concretely represent the fractions that he is working on adding. All the teachers on the POD pull small groups of students from across the POD to work on targeted skills. Some students work independently on Dreambox in the classroom.

At dismissal, Brady waits for his bus to be called over the announcement system in his classroom. When his bus is called, only students from his bus are in the hallway and they proceed directly to the middle hallway doors to load their bus and head home for the evening.



## Amherst Middle School

### Summary

Both students and staff will be able to select their level of on-campus access for each segment of the year if the school is at Yellow or Green status: fully on-campus or fully remote.

AMS will utilize a modified block schedule where students attend 2 core classes 4 days a week and Integrated Arts classes 1 day a week. This will reduce the number of transitions across the day and reduce mixing of students. Teachers will work across the grade levels in content area Teacher Teams to meet the needs of both remote and in-person learners.

### Weekly Schedule

AMS will run on a modified block schedule where students will attend Core classes (Math, English, Science, Social Studies) 4 days/week and Integrated Arts classes 1day/week by grade level. This will reduce the number of transitions across the day and reduce mixing of students, although a true cohort model will not be in place. Teachers will work across the grade levels in content areas teams to meet the needs of both remote and in-person learners. A student may work with or be assigned to any of the teachers in a content area team, based on their learning needs and the overall number of students electing for remote or in-person instruction, on a segment by segment basis. Remote instruction will follow the same weekly and daily schedule as in-person instruction.

*Most weeks will use the following schedule rotation:*

#### Grade 5

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1	Core 2	Integrated Arts	Core 1	Core 2

#### Grade 6

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1	Core 2	Core 1	Core 2	Integrated Arts

#### Grade 7

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1,3	Integrated Arts	Core 2,4	Core 1,3	Core 2,4

#### Grade 8

Monday	Tuesday	Wednesday	Thursday	Friday
Core 1,3	Core 2,4	Core 1,3	Integrated Arts	Core 2,4



### Daily Schedule

The school day begins at 7:30am and ends at 2:24pm. Students begin the day in their Launchpad designated room for both EAGLE and Launchpad. 5<sup>th</sup> and 6<sup>th</sup> grade students are assigned to either their STEM or Humanities teacher for both academic cores of the day. They then participate in the other course on the next day. In 7<sup>th</sup>/8<sup>th</sup> grade, students participate in two different academic cores each day. A period designated EAGLE will be provided daily for enrichment, services, extra support, and reteaching. From 11:00am-12:30pm all students will be scheduled into a 30-minute lunch, 15 minutes of recess, and 45 minutes of Directed Study where students will have access to additional academic supports and opportunities. Staff trained in Counseling and Social-emotional learning will also push into this time to meet with groups of students.

5th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	EAGLE				
8:30-9:00	Launchpad (6-8)/ Morning Meeting (5)				
9:00-10:00	Core 1	Core 2	Arts 1	Core 1	Core 2
10:00-10:30					
10:30-11:00					
11:00-11:30	Lunch/ Recess/Directed Study &SEL support				
11:30-12:00					
12:00-12:30					
12:30-1:30	Core 1	Core 2	Arts 2	Core 1	Core 2
1:30-2:24					

6th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	EAGLE				
8:30-9:00	Launchpad (6-8)/ Morning Meeting (5)				
9:00-10:00	Core 1	Core 2	Core 1	Core 2	Arts 1
10:00-10:30					
10:30-11:00					
11:00-11:30	Lunch/ Recess/Directed Study &SEL support				
11:30-12:00					
12:00-12:30					
12:30-1:30	Core 1	Core 2	Core 1	Core 2	Arts 2
1:30-2:24					



7th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	EAGLE				
8:30-9:00	Launchpad (6-8)/ Morning Meeting (5)				
9:00-10:00	C1	Arts 1	C2	C1	C2
10:00-10:30					
10:30-11:00					
11:00-11:30	Lunch/ Recess/Directed Study &SEL support				
11:30-12:00					
12:00-12:30					
12:30-1:30	C3	Arts 2	C4	C3	C4
1:30-2:24					

8th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:30	EAGLE				
8:30-9:00	Launchpad (6-8)/ Morning Meeting (5)				
9:00-10:00	C1	C2	C1	Arts 1	C2
10:00-10:30					
10:30-11:00					
11:00-11:30	Lunch/ Recess/Directed Study &SEL support				
11:30-12:00					
12:00-12:30					
12:30-1:30	C3	C4	C3	Arts 2	C4
1:30-2:24					

### Social Distancing Protocols

Most middle school classrooms allow for sufficient physical distancing of students and staff with our current attendance projections. Class locations will be determined prior to the start of each segment based on staff and student on-campus participation. Every effort will be made to limit teachers sharing classroom spaces. This may involve repurposing spaces throughout the building.

Students at AMS will utilize as many doors as necessary to enter and exit the building each day. The design is for students to enter the building through the door closest to their Launchpad room assignment. When in a classroom, the tables or desks will be set up to





maximize the available distance between students while recognizing that 6ft of separation may not be possible in all spaces. Students will access limited classroom spaces throughout the day. A true isolated student cohort model is not entirely possible, and efforts will be made to limit interactions between students to within  $\frac{1}{2}$  of the on-campus grade level learners.

In order to adhere to social distancing guidelines, students will not access lockers. The students will be asked to use their backpacks to transport materials to class. Hallways will be marked for safe travel between spaces in the building and lunch will occur in the classroom and outdoor spaces. This may be modified as conditions improve in a green or blue status. Students needing to purchase a lunch will have a staggered dismissal to the cafeteria to retrieve a lunch and return to their designated location.

Movement throughout the day will be minimized, especially when in yellow or orange segments. When movement from a room does occur, it will take place under guidance of staff and timed to reduce contact with the rest of the student population. Students will be asked to “pump in and out” of classrooms using the hand sanitizing stations located in each room.

### Anchoring Adults

AMS is committed to providing each student with a consistent adult connection. Community, safety, and consistency are essential components to schooling and particularly in a time of change and in the presence of additional stressors. The newly formed Launchpad will serve as the platform for students’ anchoring adults. Launchpad represents a place and time for students to develop a sense of community and connection and provide an avenue for student choice. Launchpad’s mission states, “AMS Eagles’ Launchpad connects students and adults in a meaningful manner allowing all Eagles a greater ability to access their potential.”

Launchpad will consist of small groups of students assigned to an adult for the duration of the school year. This year Launchpad will roll out as grade level groups to limit mixing of students. As conditions improve in subsequent years, the goal is to form mixed grade level groupings. Student to adult assignments will be carefully selected by the Launchpad committee with input from counselors and other specialized staff. All instructional staff will participate in Launchpad.

Each student, whether an on-campus learner or an online learner, will be assigned to a Launchpad adult and participate in daily Launchpad meetings. The anchoring adult will not only act as a consistent connection but also a liaison for that student and their family directing them to needed resources, such as school counselor, administration, etc.

### Teacher Professional Development

All Amherst Middle School professional staff will have the opportunity to participate in the SAU39 Re-opening Professional Development Institute August 11-13<sup>th</sup> and 18<sup>th</sup>-20<sup>th</sup>. In addition, the SAU39 opening day and August Inservice will be devoted to building level preparations and professional development to prepare for a successful re-imagined school year.



## A Day in the Life

### ***5th or 6th On-Campus Learner - Segment 2***

Joey gets dropped off at school by a parent and arrives at approximately 7:15am. He is directed to proceed to the building door that will provide him most direct access to the classroom where his Launchpad meets. He is able to remove his mask outside while maintaining a distance of 6-10 feet from others. He puts on his mask and proceeds through open doors to his classroom where he uses the hand sanitizing station just inside the classroom door as he enters. He carries his school supplies including his school issued laptop in his backpack and brings all these materials to the classroom with him.

Once EAGLE begins at 7:30am, his Launchpad teacher (Anchoring Adult) takes attendance and Joey joins his Math teacher on Zoom so she can review a concept he was struggling with. Then he continues work on an English enrichment project he chose and uploads a reflection journal noting his progress into GoogleClassroom. The entire school is participating in EAGLE during this same time, so that teachers across the building are supporting students in refining, reteaching, remediation, intervention, and extension opportunities. At 9:00am, Joey and the other 14 students in the classroom wrap-up their EAGLE work and form a circle to transition to Launchpad, AMS's version of an advisory program. Two of the students in Joey's Launchpad have elected to be remote during this module and they participate via Zoom and are projected onto the board.

Launchpads dismiss in a staggered way to limit the number of students passing in the hallway. AMS is on a modified block schedule and Joey has two core academic teachers, a STEM teacher and a Humanities teacher. Today he has STEM and will be with that teacher and classmates throughout the entire day in different learning structures. His STEM teacher breaks up the two-hour block of instructional time to provide mask breaks, different learning structures, and activities to keep him engaged throughout the class. At 11:00am, SMART lunch begins for Joey and the entire school. The 1.5 hour block of time includes 45minutes for lunch and recess, as well as a 45 minute directed study. The staff member supervising Joey's class for lunch is taking the students outside for lunch and recess today as the weather is perfect! Students are able to remove their masks, eat, socialize while maintaining their distance and participate in outdoor activities. When the Staff member brings the class back inside, she reminds them to use the sanitizing stations as they enter the classroom. For the next 45 minutes of directed study, Joey completes his 20 minutes of Dreambox math and decides to continue with his independent reading book.

At 12:30pm Joey's STEM teacher returns and lets the class know that they will be using one of the outdoor classrooms for the afternoon's Science lesson. Students gather their materials, use the sanitizing station as they leave the classroom and head outside for the afternoon lesson. At 2:24, the building begins a staggered dismissal of students to the buses and parent pick-up lines.

Tomorrow Joey will repeat a similar schedule but participate with his Humanities teacher instead. On Wednesday his schedule is similar but instead of Core classes, he will participate in 2- 2hour blocks of specials.

Throughout his day, Joey is following the required health, safety, and cleaning protocols.

***5th or 6th On-Line Learner - Segment 2\****

Charlie and his family have decided that a remote online learning environment is their preferred choice during Segment 2. Even though he is home, Charlie follows the same schedule as his On-Campus peers as he moves through his day. During EAGLE, from 7:30am-8:30am, Charlie attends a reading intervention via zoom with a Reading Specialist. At 8:30am he signs onto his Launchpad zoom and even though he is remote, he is able to participate in the culture and community building created through Launchpad. His launchpad teacher projects Charlie and any other remote students onto the board and the computer camera allows both groups of students to interact creating a connected community regardless of location.

At 9:00am, Charlie logs into zoom with his Humanities online teacher and fellow classmates. If Charlie attends in person next segment, he might have a different teacher and is glad he got to know all of the 6th grade teachers during the 1st segment that focused on community building. Charlie's humanities teacher structures their 2 hours together so that the class participates in direct instruction and discussion for the first 30minutes, then proceeds to work independently, and come back together during the last 15 minutes of class to debrief. Some days the students work collaboratively in break out rooms, the teacher pulls small groups after direct instruction, or even plays review games. The teacher is well versed in instructional strategies to ensure that the On-line environment is rigorous and meets the needs of students. The online course follows the same pace, standards, and assessments as the On-Campus course so that students can seamlessly move on-line or on-campus from segment to segment.

During Charlie's SMART lunch, he has lunch with his younger sister who is also learning online. He decides he wants to play outside or be off screens during this time, so he'll complete his 20 minutes of Dreambox math later that evening. At 12:30pm, he logs back into his Humanities zoom meeting and participates via GoogleClassroom with the resources and learning plan his teacher has organized for the afternoon lesson. Even when he is working independently during his scheduled class time, Charlie's teacher has an open zoom meeting room for him to ask questions and get help in real time.

*\*7/8th Online Learner would follow a similar schedule except that they would have 2 Core classes each day instead of the same class/teacher.*

***7th or 8th On-Campus Learner - Segment 2***

Alexis takes the bus to school and arrives at approximately 7:15am. Students sit every other seat on the bus to create 3ft of space between them. She is directed to proceed to the building door that will provide her most direct access to the classroom where her Launchpad meets. She is able to remove her mask outside while maintaining a distance of 6-10 feet from others. She puts on her mask and proceeds through open doors to her classroom where she uses the hand sanitizing station just inside the classroom door as she enters. She carries her school supplies including her school issued laptop in her backpack and brings all these materials to the classroom with her.



Once EAGLE begins at 7:30am, her Launchpad teacher (Anchoring Adult) takes attendance and Alexis continues working on the edits to her research paper suggested through peer editing. She drops into the English Teacher Team open zoom to ask a question regarding the rubric, then submits her work in GoogleClassroom. With her remaining time, Alexis decides to review her Empower scores and study for an upcoming assessment. The entire school is participating in EAGLE during this same time, so that teachers across the building are supporting students in refining, reteaching, remediation, intervention, and extension opportunities. At 9:00am, Alexis and the other 14 students in the classroom wrap-up their EAGLE work and form a circle to transition to Launchpad, AMS's version of an advisory program.

Launchpads dismiss in a staggered way to limit the number of students passing in the hallway. AMS is on a modified block schedule and as a 7th grader, Alexis has 4 core teachers (English, Social Studies, Science, Mathematics). Today she has 2 hours of English after EAGLE and then after her Smart Lunch will have 2 hours of Social Studies. Her English teacher breaks up the two-hour block of instructional time to provide mask breaks, different learning structures, and activities to keep him engaged throughout the class. For the final 30minutes of class, the students head outside to complete a walk and talk regarding a book the class is reading. At 11:00am, SMART lunch begins for Alexis and the entire school. The 1.5 hour block of time includes 45minutes for lunch and recess, as well as a 45 minute directed study. She stays in her previous classroom for this time and is able to go to the cafeteria to purchase lunch and bring it back to the class. The weather is rainy today, so the staff member supervising Alexis's class for Smart lunch keeps the class inside but students are able to socialize and take a mask break as they can maintain social distance. For the remainder of Smart Lunch, 45 minutes of directed study, Alexis completes her 20 minutes of Dreambox math, logs her fitness journal, and works on a self-paced Health instructional model.

At 12:30pm Alexis and her classmates move to their Social Studies classroom, making sure to use the sanitizing station as they enter and exit each classroom. At 2:24pm her Social Studies class ends and the building begins a staggered dismissal of students to the buses and parent pick-up lines.

Tomorrow Alexis will repeat a similar schedule but participate with her Science and Math teachers instead. On Thursday her schedule is similar but instead of core classes, she will participate in 2- 2hour blocks of specials.

Throughout her day, Alexis is following the required health, safety, and cleaning protocols.



## Souhegan High School

### Summary

*Souhegan High School aspires to be a community of learners born of respect, trust, and courage.*

We consciously commit ourselves:

- To support and engage an individual's unique gifts, passions, and intentions
- To develop and empower the mind, body, and heart
- To challenge and expand the comfortable limits of thought, tolerance, and performance
- To inspire and honor the active stewardship of family, nation, and globe

In the year 2020, our Mission Statement rings truer than ever. To make it through the next year and beyond, we need to put our commitments into action. While the challenge ahead is great, our community is grounded in the respect, trust, and courage needed to meet that challenge head on.

### Choice

Both students and staff will be able to select their level of on-campus access for each segment of the year if the school is at Yellow or Green status: fully on-campus, fully remote, or small-group access only.

Students who select small-group access only will have the ability to come to campus for after school co-curricular activities and scheduled learning opportunities on Wednesdays, such as science labs and individual or small group academic support. The rest of the week these students will be engaged in remote learning.

On-campus students and staff will be present on campus Monday, Tuesday, Thursday, Friday and will follow a black/gold schedule (details below). Remote students and staff will follow this same schedule, but from their own home locations. Students who elect to come to school on Wednesday, will be provided access to independent study and support locations when they are not engaged in small group learning such as labs.

Staff who choose small-group access only will have additional flexibility to be present on campus when they need to be, and working remotely at other times, throughout the week.

When making their selection as to their level of on-campus access, students and teachers will need to understand what school will look and feel like, as neither remote learning nor on campus learning will be the same as during prior school years.

### Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Black Day (Periods 2, 4, 6, 8)	Gold Day (Periods 1, 3, 5, 7)	Independent Learning and Support	Black Day (Periods 2, 4, 6, 8)	Gold Day (Periods 1, 3, 5, 7)

### Wednesday



- No regularly scheduled classes but expectation that students are working throughout the day
- Possible small group access for science labs, music rehearsals, in person support, etc., but most students working from home
- Potential for some students/staff to utilize the building for in-person learning who might not be comfortable being here with the larger student and staff numbers on other days of the week.
- Teachers and students will be allowed to access campus as needed.

Daily Schedule

The following daily schedule has been drafted to allow students to access all required grade-level courses, while aiming to meet the intent of a staggered start to limit total numbers of students on campus at both ends of the day. *The same daily schedule will be used for all learners, whether remote or on-campus.*

Staggered Start:

Gold/Black	9th Grade	10th Grade	11th Grade	12th Grade
7:25 - 8:40	<i>(if early drop off required, access to assigned study spaces)</i>	Team or Math	Period 1 & 2	Period 1 & 2
8:50 - 10:05	Team	Team or Math	Period 3 & 4	Period 3 & 4
10:15 - 11:30	Team	Period 5/6 (Health/Economic s/ World Language/ Academic Support)	Period 5 & 6	Period 5 & 6
11:40 - 1:00	Lunch and Advisory			
1:10 - 2:25	Period 7/8 World Language/ Academic Support/ Art/Wellness)	<i>Optional access to electives (if space/schedule allow) or access to study spaces if needed</i>	Period 7 & 8	Period 7 & 8

Division II students who elect to be on-campus learners will have the flexibility to be on campus only when they have classes that are meeting in person, so while some Division II students will need to arrive at 7:30, based on their scheduled classes, others will be able to arrive later or leave earlier.

Additional schedule considerations include:

- 15-minute passing time includes time for students to clean their desks prior to departing if they will be switching rooms for their next class, outdoor mask breaks, and unidirectional travel throughout the building
- The passing time will be adjusted as needed, for example when outdoor travel and mask breaks become unreasonable due to weather



- The removal of one academic period from the schedule means that fewer 9th and 10th grade elective courses will be required to run. Students who still wish to engage in these subjects will be encouraged to pursue ELO opportunities including VLACS, internships, etc.
- Depending on their course selection, it is possible that 11th and 12th grade students could be scheduled into both a Period 1 and a Period 8 class, thereby effectively lengthening their school day. If this poses a problem for any student, they will be able to work with their guidance counselor to reselect course offerings that better fit their needs, including options to fulfill graduation requirements in alternate ways if needed.
- The requirement for 9th and 10th grade students to be fully scheduled will not be in effect for the 2020-2021 school year. Similarly, there will not be limits to 11th and 12th grade free periods if students are on track to meet graduation requirements.
- The proposed schedule does not allow for cross-grade access to whole-school electives such as band and chorus. Additionally, it is difficult to concurrently run those courses remotely and on-campus. Therefore, teachers of these courses will be given the opportunity to operate in a hybrid model, with asynchronous work completed outside of the regular schedule, and synchronous, on-campus classes held on Mondays and/or after-school/evenings.

Occasionally a white day schedule may be required, **such as on September 8, which is a remote learning day for all students.** A draft white day schedule is below. Note that sufficient passing time is still required for sanitation of surfaces and organized flow of students through the building.

White Day (used only when necessary)	9th Grade	10th Grade	11th/12th Grades
7:30 - 8:03		Team	Period 1
8:18 - 8:50		Team	Period 2
9:05 - 9:38	Team	Team	Period 3
9:53 - 10:25	Team	Team	Period 4
10:40 - 11:50	Lunch/Advisory		
12:05 - 12:37	Team	Period 5	Period 5
12:52 - 1:25	Team	Period 6	Period 6
1:40 - 2:12	Period 7		Period 7
2:27 - 3:00	Period 8		Period 8
3:15	Access to co-curricular activities		

### Social Distancing Protocols

The space at Souhegan High School will allow for sufficient physical distancing of students and staff with our current attendance numbers. Class locations will be determined prior to the start of each segment based on staff and student on-campus participation. Every effort will be made to limit teachers sharing classroom spaces. This may involve repurposing spaces throughout the building.

In order to adhere to social distancing guidelines, students will not access lockers. The students will be asked to use their backpacks to transport materials to class. Hallways will be marked for safe travel between spaces in the building and lunch will occur in the classroom and outdoor spaces. This may be modified as conditions improve in a green or blue status. Students needing to purchase a lunch will



have a staggered dismissal to the cafeteria to retrieve a lunch and return to their classroom or have lunches delivered to where they will be eating.

Movement throughout the day will be minimized. When movement from a room does occur, it will take place under guidance of staff and timed to reduce contact with the rest of the student population.

**Anchoring Adults**

We remain committed to advisory as an anchoring structure to maintain Souhegan’s inclusive culture of respect, trust, and courage. The element of choice poses challenges for the formation and maintenance of advisory groups.

Traditional grade-level advisories will be created and assigned to staff members based on the choice students and staff members made for Segment 1. To facilitate relationship building between staff member and student and among students within the group, Segment 1 remote students will be paired with Segment 1 remote staff, and on-site students will be paired with on-site staff. Regardless of future changes to remote/on-site status, the advisory group will stay “together” for the remainder of the school year.

An advisory buddy system will be used as it has in past year, and consideration will be given to buddying up remote advisories with on-site advisories to provide some level of flexibility if/when either students or staff members decide to change their remote/on-site preference between segments.

While advisory will remain an important part of our social-emotional learning structures, we will also be employing an anchoring adult model outside the advisory structure

**Teacher Professional Development**

All Souhegan High School professional staff will have the opportunity to participate in the SAU39 Re-opening Professional Development Institute August 11-13<sup>th</sup> and 18<sup>th</sup>-20<sup>th</sup>. In addition, the SAU39 opening day and August Inservice will be devoted to building level preparations and professional development to prepare for a successful re-imagined school year.

**A Day in the Life**

On-Campus Learner (Yellow Status)	Remote Learner (Any Color Status)
<ul style="list-style-type: none"> <li>• Strict campus safety protocols include use of masks, social distancing, health questionnaires</li> <li>• Students will not be allowed to congregate in hallways or common areas</li> <li>• Passing times will be longer to allow for unidirectional flow in hallways and allow for “mask breaks” in outside spaces</li> <li>• Students will eat lunch in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Black/gold schedule (on average 4 courses per day), the same as on-campus schedule</li> <li>• Class norms include:                             <ul style="list-style-type: none"> <li>• Students need to be present and engaged for the duration of the class period (attendance will be taken)</li> <li>• Use of video and microphone to interact with teacher and classmates</li> </ul> </li> </ul>





<ul style="list-style-type: none"> <li>• Black/gold schedule (on average 4 courses per day), the same as remote schedule</li> <li>• For classes with on-campus teachers available:             <ul style="list-style-type: none"> <li>• Students will be kept with the same cohort of students for as much of the day as possible</li> <li>• Classrooms will be set up for physical distancing: desks will be separated and all facing the same direction</li> <li>• Students will have assigned seats</li> <li>• Group work will be different to avoid close physical contact</li> </ul> </li> <li>• For classes with no on-campus teacher available, students will be assigned to a monitored study/support area</li> </ul>	<ul style="list-style-type: none"> <li>• Ready to learn (dressed, at work space, etc.) and follow the Souhegan Six</li> <li>• Scheduled class time needs to be used to work on class material</li> <li>• Students will access their coursework via a consistent learning management system (LMS)</li> <li>• A variety of instructional strategies will be used, and students will be engaged in both individual work and collaborative work</li> <li>• Similar outside of class work expectations as on-campus learners (“homework”)</li> <li>• Access to individual support (Saber Support)</li> <li>• Students will be assessed on the same standards and competencies as on-campus learners, using the same assessment, grading, and reporting practices</li> </ul>
---	--

**Ensuring a Year of Academic Growth**

Assessment, Grading, and Reporting

SAU 39’s mastery grading handbook states:

To support our graduates in meeting our portrait of a graduate, academic competencies have been developed for each content area as well as Work Study Practices or habits of work. Across K-12, each content area shares a set of common, established core competencies that describe what students are expected to know and be able to do to demonstrate mastery.

Progress towards meeting these content area competencies will continue to be the basis for grading and reporting this year.

Teachers in all departments are meeting this summer to refine course-specific learning targets (the smaller, standard-level learning expectations that are building blocks of a competency). Emphasis will be placed on ensuring these learning targets are both *rigorous and reasonable* so that students can successfully meet or exceed targets whether learning on-campus or remotely.

While students will still be assigned to a particular course teacher for scheduling purposes, student progress may be assessed collaboratively by all teachers who teach the same course. This will allow for more frequent and consistent feedback to support students’ growth, since students and teachers may be switching between on-campus and remote environments.

To make assessment and grading more transparent to students and parents:

- Assessment scores will be entered into the Empower Learning system



- Students at all grade levels will have access to the Empower student portal, and all parents will have access to the Empower parent portal
- Prior to each segment decision date, learning targets for the next segment will be posted, along with a general outline of the course of study (possible learning activities, possible major assessments, etc.), either in the Empower system or the course page. This will allow students to preview the segment and use that to inform their choice to attend class remotely or on-campus. It will be important for students and parents to remember that the actual learning activities and assessments may change based on learning conditions.
- Progress reports will still be run at specific checkpoints throughout the year, including the Mid-Semester 1 grade reporting period for Seniors.

### **Remote Learning**

#### Design Elements

The following are the design criteria we used to refine our remote learning program:

- Offers opportunities to develop and sustain both student-teacher and student-student connections and relationships
- Allows for academic progress without overwhelming students with a heavy workload
- Includes a mix of live Zoom instruction (both large group and small group) and independent work time
- Designates unscheduled time to work on learning activities outside of class time
- Incorporates varied instructional strategies and engaging learning activities to fit the needs of students according to the content area and course
- Makes assessment and grading clear to students (with formative assessment and feedback occurring often)
- Provides clear, consistent communication so that students understand instructions for learning activities and expectations for how to complete and submit assessments for grading
- Aligns with our Mission Statement, Common Principles, and the Souhegan Six
- Provides equitable access to all students, including students with IEPs and 504s, and students seeking honors opportunities
- Provides learning supports for students who need them
- Is developmentally appropriate for the grade level of students
- Allows opportunities for students to provide feedback on their experience and advocate for their needs
- Aligns with in-school instructional time to allow for students to transition in and out of remote learning as needed

### **Remote Learning Description**

- Students will follow the same daily schedule as on-campus learners
- Students will access their coursework via a consistent learning management system (LMS)
- A variety of instructional strategies will be used, and students will be engaged in both individual work and collaborative work
- Class norms include:
  - Ready to learn (dressed, at work space, etc.) and follow the Souhegan Six
  - Students need to be present and engaged for the duration of the class period (attendance will be taken)



- Scheduled class time needs to be used to work on class material
- Use of video and microphone to interact with teacher and classmates
- Similar outside of class work expectations as on-campus learners (“homework”)
- Access to individual support (Saber Support) will be provided
- Students will be assessed on the same standards and competencies as on-campus learners, using the same assessment, grading, and reporting practices

### Google Classroom Use

All courses will use Google Classroom to post instructional resources and assignments.

- Daily Class Announcements: Teachers will post a class announcement daily so students know what to expect for their learning that day.
- Organization: Clearly organize and label resources, activities, and assessments so students can distinguish what is required to be submitted for feedback and assessment
- Calendars: Deadlines for work submission will be posted on the Google classroom calendar.
- Feedback: Provide timely and meaningful feedback to students on both scored and unscored work

### “A Day in the Life” of a SHS Student

As we enter a period of great unknowns, it can be hard to imagine how school will look. The below narratives illustrate possible experiences.

#### 9th Grade On-Campus Learner - Segment 2

Joey’s dad drops him off at school, and upon arrival, Joey directed to proceed to the building door that will provide him most direct access to the classroom where his first period class meets. He is able to remove his mask outside while maintaining a distance of 6-10 feet from others. He waits outside until the doors open to allow him to reach class by its start time of 8:45. He puts on his mask and uses the hand sanitizing station prior to entering the building.

Joey’s first class is Core Math 1, and a teacher is available for on-campus instruction, so he proceeds to Rooms 105-107 which have been opened into one large classroom to allow for sufficient spacing for all the 9th grade Core Math 1 students scheduled into that period. He finds his assigned seat and starts class. At the end of class Joey uses a provided sanitizing wipe to wipe down his desk and seat prior to leaving. He exits class using the designated route and goes directly outside where he is able to take a mask break. He will do this same sanitizing process at the end of each class..

Next Joey has social studies. Today his social studies class is meeting in the auditorium for a mini lesson presented by one of the remote learning teachers, as none of the teachers are available on-campus. At the end of the mini lesson Joey joins a small group in Room 101, where a 9th grade learning specialist will provide support as students work through the learning activities that follow after the mini lesson. Joey’s best friend is at home in a Zoom break-out room being provided similar support by a paraprofessional.

Joey has lunch and advisory next. His advisory meets in the Annex, so five minutes before advisory starts Joey puts on his mask and proceeds to the Annex entrance door to make his way to his advisory classroom. Joey was matched with an on-campus advisor during Segment 1, but his advisor is now at home, as are some of his fellow advisees. As a result, his advisory has combined with a buddy advisory.



Today the group has decided to eat lunch outside, so after attendance and lunch pick-up, the group heads outside for lunch.

Joey's last class of the day is Spanish 2. His class meets in an open-wall classroom in the Annex. Today he is continuing a group project that was started in Segment 1, and some of his partners are now at home. Joey is able to use Google Meets to talk with his group members and practice the presentation they will give in class the following day.

#### **10th Grade At-Home Learner**

Terry has chosen remote learning for this segment. At 7:20am Terry logs onto Google Classroom for 10th Grade Living Systems Science Class. The teacher has posted today's learning plan, which includes a live Zoom session starting at 7:25. After a brief whole-group welcome, the teacher introduces the activity students will participate in today. Terry is happy to be able to log off the computer and go into the backyard to collect data and observations required. Towards the end of the period Terry logs back on and enters data into the shared class data sheet.

Terry's next class is English. The teacher has posted a reminder on the Google page that at-home learners have individual appointment slots for writing conferences with the teacher. Until Terry's appointment slot at 9:15, Terry continues working on the personal narrative assignment. At the end of the writing conference, Terry has a better idea of where to go next with this assignment, and works on it until the class ends at 10:05.

Next Terry has Health. The teacher starts class by taking attendance via Zoom, and then after a short introductory activity, students move into break-out rooms to meet with their project partners to organize and analyze the research they collected individually over the past week. The teacher joins each break-out room to check in on students' progress. When the group has completed the assigned group task, Terry leaves the Zoom meeting to continue to work on the individual portion of the project.

Advisory is Terry's last scheduled period of the day. Terry's advisor is also working from home this segment, as are many of the advisees. Today the group is participating in a community service project making personalized Veteran's Day cards for local veterans.

Terry takes a break at lunchtime, and afterwards completes some homework for tomorrow's classes.

#### **11th Grade On-Campus Learner**

Abigail's first class of the day is World Studies. Because all of these teachers are currently working remotely, Abigail joins the class from the Learning Commons, where several of her classmates are also working.

Abigail's second class of the day is Chemistry. An on-campus chemistry teacher is available and teaching class in Room 222 today.

Next, Abigail goes to Room 128 where she accesses her Intro to Calculus class. Her teacher is working remotely, but a student TA (a Calc B/C student) is available on campus to answer questions and provide support during portions of the class when students are working in teams or independently.

Abigail's advisor is on campus, but some of her fellow advisees have opted to be remote learners this segment. Her on-campus advisor sets up a Zoom and displays it on the big screen in the assigned



advisory classroom so that the advisory, whether on campus or remote, can eat lunch together, talk about their days, and participate in one of this month's advisory discussion topics.

Abigail leaves campus after advisory to go home to work on her VLACS AP Human Geography class. Although Abigail wanted to take Souhegan's AP Human Geo class, it did not fit into her schedule this year, so she uses a free period to work independently on her VLACS class.

Throughout her day, Abigail is following the required health, safety, and cleaning protocols.

Mont Vernon School Board

Monday August 17<sup>th</sup>, 2020

First Reading Policy- Emergency Policy on Personal Protective Measures

# AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

## EMERGENCY POLICY ON PERSONAL PROTECTIVE MEASURES

### Findings

As recently as July 17, 2020 the Governor extended the State of Emergency declared in Executive Order 2020-04 due to the COVID-19 pandemic. The extension has declared that: the Center for Disease Control [“CDC”] reports that COVID-19 is spread mainly from person to person, that COVID- 19 is currently spreading very easily and sustainably, that COVID-19 is spreading more efficiently than influenza, and that the best way to prevent illness is to avoid being exposed to COVID-19 by taking the following steps:

- Maintain good social distance (about 6 feet);
- Wash your hands often with soap and water, and if soap and water are not available, use a hand sanitizer that contains at least 60% alcohol;
- Routinely clean and disinfect frequently touched surfaces; and
- Cover your mouth and nose with a cloth face covering when around others.

The District has a duty to provide for the health and sanitation of its schools. See NH RSA 194:3, VIII. This duty includes “the daily administration and provision of educational services to students at the school facility including . . . staff, student and parent safety. . .” See RSA 194-C:4, II(j). These requirements are reiterated in state regulations.

State law mandates that “[w]henver any student exhibits symptoms of contagion or is a hazard to himself or others, he shall be excluded from the classroom and his parents or guardians shall be notified as soon as possible.” See NH RSA 200:39 (emphasis added).

### Mask and Face Covering Requirements

On the basis of these findings, the Board authorizes the following policy directives to be implemented based on the Superintendent’s determination of risk to the school community:

1. Masks and/or cloth face coverings may be required for students, staff, contracted providers and third parties in order to access school buildings, grounds, and school buses;
2. No person, including a student shall be required to wear a mask if their disability or a medical condition prevents them from doing such;
3. Staff (including contracted service providers) who work with deaf students or hard of hearing students, students learning to read, and students who rely on lip reading shall wear clear masks which enhance service provision;

## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### EMERGENCY POLICY ON PERSONAL PROTECTIVE MEASURES

4. The District shall endeavor to maintain a supply of masks for students and staff who do not have access to a mask or cloth face covering;
5. The Superintendent shall provide appropriate notification to all school staff, students, parents, and school board members when a requirement regarding the use of masks and/or face coverings is implemented, altered, or eliminated; and,
6. The Superintendent or his/her designee, with input from the building nurse, will establish mask and/or face covering definitions, style guidelines, and efficacy requirements based on CDC and NH DHHS, and other appropriate guidelines.
7. Electronic media and the District web-site are deemed appropriate media forms for notifications under this policy.

Any student who refuses to abide by the established directives shall be deemed a health hazard to themselves and others, shall be removed from the school building and their parent/guardian shall be contacted and required to take their child unless and until such time as they are willing to comply with the face mask or cloth covering requirement. See NH RSA 200:39.

#### Testing Notification Requirements

Due to the District's desire to notify parents and staff when a member of the school community has been in contact with someone who has tested positive for COVID-19, parents, adult students and staff are required to notify the school via the school nurse when they or a student has been tested for COVID-19 and, in addition, the results of the COVID-19 test within 24 hours of receipt of the test results. To the extent possible, all medical information including a positive test result will be kept confidential by the school district, but will form the basis of a notification to other students or staff who may have come in contact with the person who tested positive for COVID-19. The District shall only release personally identifiable student information or the identity of a positive student when it is required to do such by state law, or it deems such to be necessary under the Health and Safety Emergency exception of the Family Education Rights and Privacy Act ["FERPA"] in order to protect the health or safety of the student or others.



## AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

### EMERGENCY POLICY ON PERSONAL PROTECTIVE MEASURES

#### Other Temporary Policy Changes

- Athletic handbooks/procedures are temporarily amended to allow parents to transport their children to/from athletic events based on the Superintendent's discretion;
- Policy KF is temporarily amended to restrict use of school facilities by outside groups based on the Superintendent's discretion; and,
- Policy KI (where applicable) is temporarily amended to restrict access to the school facilities by visitors based on the Superintendent's discretion.

#### Duration

This policy is temporary based on a health emergency. This policy shall remain in place until such time as the Governor rescinds his Emergency Order, modifies his order to eliminate the face mask recommendation, or the Board determines that there is no longer a substantial risk that unmasked persons will present a hazard to themselves or others in the school setting, whichever event is the latter. The Board shall review this policy quarterly to determine whether it remains appropriate. The Superintendent shall update the School Board(s) quarterly on the implementation of this policy.

#### Legal References

NH RSA 194:3, VIII, Powers of Districts, available at:

<http://www.gencourt.state.nh.us/rsa/html/XV/194/194-3.htm>

NH RSA 194-C:4, II(j), Superintendent Services, available at:

<http://www.gencourt.state.nh.us/rsa/html/XV/194-C/194-C-4.htm>

NH RSA 200:39, Exclusion from School, available at:

<http://www.gencourt.state.nh.us/rsa/html/XV/200/200-39.htm>

Emergency Order #2020-04\_, available at:

<https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/2020-04.pdf>

Emergency Order #2020- 15, available at:

<https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/executive-order-2020-5.pdf>

# AMHERST, MONT VERNON, SOUHEGAN, and SAU39 POLICY

## EMERGENCY POLICY ON PERSONAL PROTECTIVE MEASURES

### Other References

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.htm>