



White Mountains Regional School District

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'Questions and Answers' For Remote Learning at WMRSD

1. Are there any non-negotiables?

I established one 'non-negotiable' for all Principals: **All students must have direct contact (phone call) with an adult every day.** The principals decided who the adult would be: counselor, support staff, administrator, SAP, teacher, etc., whomever has a relationship with the student.

2. How are we taking student attendance?

There are a couple of ways we are collecting this information. For the younger children, when the daily call is made to the family, it is collected then. Some elementary teachers have already tried remote (video) morning meetings, and they are able to see who is in attendance. And for the students that are working remotely, their presence is documented through google classroom or other remote methods. As remote learning progresses, we will have additional methods to collect attendance.

3. How are we accounting for adult attendance? What are our expectations for staff hours?

If adults are sick, need a personal day or unpaid day, they document via our absence system, as usual. All teachers have identified their "office hours" in which they are available to students and families to call, email, video chat, etc. All students know the hours of instruction v. hours of professional development. Teachers are expected to be working from home during the regular school hours.

4. Are teachers expected to collaborate with their colleagues?

All schools are holding their all-staff meetings through 'Google Meet'. In addition, grade-level teams, content specific teams (HS teams), school counselors, nurses, and MTSS teams are meeting regularly through a video format such as ZOOM or Google Meet. All professional development sessions are held remotely as scheduled. The DLT has met several times through Google Meet to support each other, ensure consistency, and to troubleshoot obstacles.

5. How will principals monitor and communicate with staff?

This is going really well, continuous communication through email and Google Meet. Now that all teachers have been asked to stay at home, the practice over the last week has allowed teachers to be confident and competent in remotely communicating with principals and each other. There have been contact logs established through Google docs. Also, as mentioned above in #4, staff meetings will continue. Principals have access to monitor Google classroom progress and lessons.

6. How will principals communicate with parents?

Principals are communicating with parents by telephone, emails, and social media. Also for parents of the younger children, the daily calls are a mode of communication.

7. What will be offered to students? Mode of Delivery?

At the HS, there are different modes depending on the content. For example, the STEAM department is using Google classroom as a platform. The lessons are designed to be long-term and project-based. There will be some video instruction through Khan Academy as well. The teachers have posted their 'office hours' and preferred

communication method. There are links to the lessons and due dates posted. Most content areas are similar to this model. The CTE programs have simulated projects and online modules: Welding is using ICEV and focusing on blueprint reading; Culinary is working on inquiry sausage unit through online resources and Google classroom; IT is working through CISCO academy; and JROTC is developing fitness routines and utilizing government platforms. We continue to have online learning: 52 students using VLACS and 55 using Odyssey Ware.

At the K-8 Level, Analog methods along with internet-based methods have been prepared. If the remote learning order is continued beyond April 3rd, there will be less analog methods of delivery as teachers are being provided with professional development about additional resources and modes of remote learning for younger children. Google Classroom and video instruction are the most popular modes for grades 5-8. Social Emotional activities have been included in all lessons.

Unified Arts teachers are sending home supplies and lessons in analog and remote modes.

8. What will the assessment practice be?

If the remote order ends on April 3rd, then we have agreed to 'status quo' with reasonable accommodations. If the order continues long-term, we will work to provide an assessment plan for students and families. Given that it has been only 1 week, we need more work to concentrate on this; but we are cognizant that this will be our next step. We will consider pass/fail, project-based competency assessment, etc. More to come!

9. How will parents know what kids are learning?

At the HS, parents will be updated through PowerSchool and contact from counselors and admin if problems arise. At the elementary level, teachers put together learning plans delivered to families (LES). Teachers will be communicating with parents and students on a daily basis (WES). Given that children are doing work from home, parents will be privy to daily work and projects.

10. Food Service?

Described above: Waiver in place as long as remote learning order is in place.

11. How will Special Ed services be delivered?

All SPED teachers are collaborating with classroom teachers and support staff to provide delivery. Materials are being prepared, or have been, to send home. The Director of Student Services, Shelli Roberts met with all SPED staff to ensure IEP compliance and teachers are working to amend the setting to home-based and review current services. No students will be in the school for any services. Monitoring progress is still under study. There is ongoing support and conferences to provide support for SPED services. More to come! Some direct services are delivered through video conferencing, Google Classroom, etc.

12. What is happening with technology and the IT team?

We are fortunate to have a dedicated, tireless, talented IT department! They have been providing resources about available sites and tools. LES and WES Chromebooks are labeled with power supplies so that they could be sent home with students (these have not been sent home at these grade levels before now). The IT crew have been fielding questions and troubleshooting 24/7; they are fully deployed! Jeremy, Our Director of IT is ensuring that sites are compliant with our Data Security policy.

13. How will the curriculum, assessment, and instruction efforts continue?

Support is focused for the short-term work for now. Most of the effort is looking at programs if (when?) we may be looking at a longer situation. Emphasis on Pre-K to 5 for resources. Working with Teacher-Leaders nearly on a daily basis. Long term data collection and curriculum work continues under the leadership of Dr. Steven Nilhas, our Director of CIA.

14. What will support staff be doing?

Support staff is being used as an 'all hands on deck' model. They are being paired with teachers to help prepare and deploy lessons for Special Education, Title 1, and Regular Education. In the event a teacher is sick, a paraprofessional is prepared to step in so that the remote learning is not interrupted. Some support staff (15)

are riding busses to hand out meals every day. We are relying on support staff to make daily logs, reach out to families when necessary, and work with special education. We are offering the support staff with professional development opportunities that we aren't able to during the regular school instructional model. These are being developed so that it can begin by the end of the week, remotely.

15. Is everyone ready to be fully implemented by Monday, March 23rd?

Yes – with the knowledge that we can adjust along the way!

16. What are the deep cleaning efforts for our buildings?

The deep “misting” machine will be used at each school to completely sanitize. In addition, all areas are being scrubbed and deep cleaned. Bill Everleth, our Director of Buildings and Grounds, is putting together projects that can be done, depending if and when the remote learning period is lifted.

17. What is happening at the Central Office?

Starting March 23, 2020, I am requiring most staff to work from home. I expect that The Director of Finance, Sheila Goulet; Director of IT, Jeremy Noyes; and I will be in the office on a regular basis. If there are tasks that can be completed at home, we may do that, but there will always be 1 or 2 of us available on site. This is a busy period for identifying staffing patterns and renewing contracts. Trina Beattie, HR/Payroll, will come in when necessary to do essential work that can only be done in the office and will be available for any HR questions/issues from staff 24/7. All other Central Office employees have the ability to work from home. The Director of Buildings and Grounds will be at all buildings.

18. SROs

SROs have already been instrumental in making home visits for our students that may be ‘at risk’, or that have not been available when called by their ‘contact person’. We expect that they will make home visits daily. Also, the Sheriff’s Department has offered to help in any way we may need. They offered to transport/deliver any materials or resources directly to homes.

19. Communication

Depending on the longevity of the remote learning timeframe, I will task our communications coordinator to build and populate a webpage with resources for parents and teachers. This is a time—consuming task; so if the Governor releases the order on April 3, 2020; this will not happen. In the meantime, we have links on the District homepage for parents. Our efforts over the last week have been to support teachers so that were prepared for the March 23rd start with resources to enact the remote environment. I have sent notices to parents to keep them apprised of our plans via email blasts, social media, and posted on our webpage. **There has been only positive feedback in appreciation from our community and families.**