
Farmington School District Reopening Plan for Fall 2021



May 3, 2021

Adopted by the Farmington School Board

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Farmington School District Reopening Plan for Fall 2020

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Context and Overview

On March 12, 2020 we left the Farmington School District campus, and within days shifted to a remote learning plan in light of a nation- and world-wide emergency. We are no longer in crisis mode, but are planning in conjunction with local and regional experts to prepare what learning will look like this fall and beyond.

We are developing, and will continue to revise and refine, re-entry plans to provide for the safety of all and for the learning continuity of our students.

When Farmington entered remote learning in emergency response this spring, this change was made with very little notice and required an enormous amount of resiliency on the part of students, families and our staff. **Thank you to the Farmington School Community for your strength and support during this time.** What was accomplished was the result of so many coming together and working to make the most of our circumstances.

While we face uncertain circumstances, we are not in crisis mode, and have used the time develop frameworks and process feedback we have received from our community.

Lessons Learned from Spring 2020 Remote Learning

Based on survey data and staff input, we know we need to make the following changes:

More direct instruction at all levels

Teachers will be providing live direct instruction daily for upper grades in the fall. We used a very flexible schedule in the spring to allow for asynchronous learning, allowing siblings to share electronics. We plan to have sufficient devices to give them to all students in the fall—not just all families.

More age-appropriate structure in the school day

We learned the students often needed more structure in their school days than provided in our spring remote models. Moving forward, school days will more closely resemble a “normal” schedule, whether in person or remote.

More synchronous learning (in real time)

Students will be expected to login to live sessions; attendance will be taken. Some students found the lack of daily contact difficult, and need more routine expectations to help them manage the work.

More consistency throughout the system

Teachers will all be using Google Classroom at all levels for continuity, giving them the ability to continue remotely what they are doing in the classroom on a single platform. Parents will see similar formats, whether elementary or secondary.

More social connections for students and teachers

We recognize that these connections are crucial, and will make this a priority at all levels.

More parent resources for using Google Classroom and PowerSchool

Video support for parents to monitor their students’ use of Google Classroom and access information about student progress from PowerSchool in a timelier manner.

Planning for the Fall 2020

Our work in planning for the fall is guided by the [Return to School Roadmap](#), stakeholder district surveys, discussions with national and regional educational leaders, and coaching from [Project Achieve](#). Re-entry plans from throughout country have also been instrumental in the development of this plan. All guidance from these resources has been customized for the Farmington School District. A number of other resources used in our process are listed at the close of this document.

Start dates will be **August 30 for teachers** and **September 1 for students**.

Farmington's School Models

We have five models of what school may look like moving forward:

Model One: Fully Remote

Model Two: Remote with Small groups in person

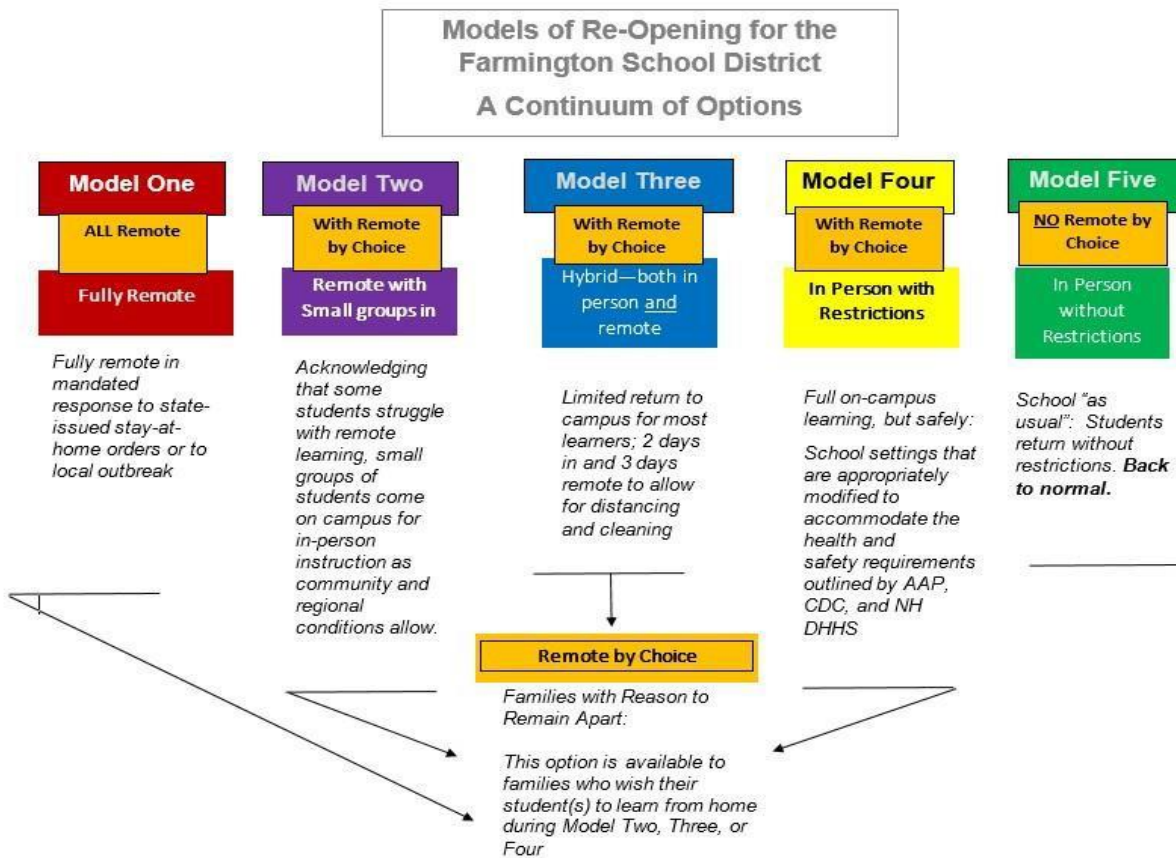
Model Three: Hybrid—2 days in, 3 days remote

Model Four: In Person with Restrictions

Model Five: In Person without Restrictions

**We will begin the 2021 school year in
Model 5—In Person without Restrictions.**

Unless ordered by Emergency Order by the Office of the Governor and special agreement by the Farmington School Board, school will be back to “normal” without distancing, shields, or masks for Fall 2021. Masks may be worn by those who choose to do so. There will be NO Remote by Choice option.



Model One: Fully Remote

Fully remote in mandated response to state-issued stay-at-home orders or to local outbreak; Staff is off-campus.

[Policy JH](#) still applies for attendance

SAMPLE REMOTE SCHEDULE

- Start time of 9am with end time of 1:30pm for students; teacher work day is 7:30-3. HWMS and FHS advisory/WIN/REAL time
- Staff available to families from 7:30am-8:45am. 1:30pm-3:00pm is time for staff to plan and make parent/student contact. Based on student and family need, the schedule could shift (subject to FTA discussion)
- Formal live instruction at all levels (5 days per week); assigned teacher help sessions

Model Two: Remote with small groups in person/on campus

Acknowledging that some students struggle with remote learning, this allows us to have small groups of students on campus for in-person instruction as community and regional conditions allow. Instructional staff and related service providers are expected on campus unless accommodations are granted.

For the first two weeks, students identified as being most in need of in person instruction will be invited on campus.

After September 19, students may be referred by parents or teachers and will be identified by a team using criteria (academic progress, social/emotional factors, etc.) to determine need for additional interventions—including, but not limited to—in-person instruction. Groups will be small to limit contact in the buildings.

Transportation will be provided as available given community restrictions and as required by law.

Moving to the next model will require adequate staffing, safety supplies in place, distancing measures, and moderately low community and regional virus transmission levels.

Model Three: Hybrid (2 days in and 3 days remote)

Limited return to campus for most learners: In this model, students return to campus, but cohorts are maintained, and the numbers of students allowed in the building at one time is capped at roughly half the population to make movement within the building safer and better access to restrooms for all

students. Days on campus will alternate to allow time for more thorough cleaning between groups. Wednesdays are remote for all students so buildings can be more deeply cleaned. Instructional staff and related service providers are expected on campus unless accommodations are granted.

Valley View: Grades Pre-K3, 1, and 3 are in on Monday and Tuesday. Grades Pre-K4, K, and 2 are in on Thursday and Friday. Teachers will do live remote sessions with students on the days that students are not in school.

Henry Wilson: Grades 4, 5, and 8 are in on Monday and Tuesday. Grades 6 and 7 are in on Thursday and Friday. Teachers will do live remote sessions with students on the days that students are not in school.

FHS: Cohort One will be in on Monday and Tuesday and Cohort Two will be in on Thursday and Friday. The high school cohorts will be divided by alphabet. Wednesdays will be remote with live sessions for all students. The other two days FHS students are remote, they will be required to login to complete specific tasks related to their on-campus learning.

Moving to the next model will require adequate staffing, safety supplies in place, distancing measures, and low community and regional virus transmission levels.

Model Four: In Person with Restrictions

Full on-campus learning, but safely: In this model, all students return to in-person school settings that are appropriately modified to accommodate the health and safety requirements outlined by AAP, CDC, and NH DHHS. Examples of modifications could include altered classroom configurations, schedule changes, learning cohorts/self-contained classes, additional learning spaces.

Masks will be required per DHHS guidelines for staff and students.

Dividers for student spaces; social distancing maintained

Handwashing and sanitation stations with scheduled wash breaks

Cohorts to limit exposure and expedite contact tracing if needed by degree of contact.

One-way hallways and staircases with distancing will still be in place; lunches may still be in classrooms or small group settings. *Moving to the next model will require community and regional virus transmission levels to be extremely low.*

Model Five: In Person without Restrictions

School “as usual”: Students return without restrictions. In this model, all students return to in-person school settings that have not been modified in regards to health and safety requirements. This looks like what we have been used to in past years, and is the goal.

Remote by Choice: **This option is available in models 1-4 only.**

Families with Reason to Remain Apart: This option is available to families who wish their student(s) to learn from home due to risk factors for the student or another family member living in the household.

Parent contract required for this option. Unless extenuating circumstances are present, a student may not switch from this model until the new semester/trimester, and will require at least 14 days’ notice of intent to change.

Attendance policy JH still applies* (remote days will be explained in policy and defined as part of contract)

Instruction will either be provided by Farmington teachers or through VLACS, depending upon need and staffing.

This option is only available for Models One through Four. Once school reopens fully without restriction, students will be expected back on campus unless 504 accommodations are appropriate.

If a student is enrolled in a VLACS class, s/he may complete the semester’s credit through VLACS and rejoin Farmington classes at the semester.

If school is fully open, the student will be expected to work on the VLACS classes on campus.

Currently, we are working on getting safety measures and staffing in place to help us move to the next model. On August 5, the Farmington School Board

voted to open in Model Two, with plans to revisit our status in four weeks after the opening to determine if we are ready to move to another model. The School Board intends to re-evaluate every two weeks and to give at least two weeks' notice for a change in model, giving both families and teachers time to plan for the shift. On August 20, 2020, the board re-evaluated its opening and announced Model 4 for the SY21 school year.

On 3 May 2021, the FSB announced that the new school year in Fall of 2021 would be in Model 5.

Focus Areas

Further details will be discussed under each of these broad headings:



Wellness/SEL



Governance



Instruction/Assessment



School Health



Technology



School Operations

Modifications to On-Campus Learning—MODELS 1-4

We are looking at a number of changes due to our current restrictions. These will be discussed in the six areas presented earlier.

All modifications will be updated as recommendations from local, state, and national guidance evolve. CDC, AAP, and NH DHHS provide the principal framework for these changes.

School Health



Use of face masks as recommended by health authorities and required by the school district for all over the age of 2 (per CDC)
Required health screenings for students, faculty, and staff
Isolation space if staff or students display symptoms while at school.
Protocols for return to school after fever or infection
School closures based on number of students affected and communication with local and state health officials
Cohorts asked to quarantine if member tests positive. If well/asymptomatic, remoting in is expected.
Families may be asked to keep a contact tracing log
Enhanced sanitizing and cleaning procedures will be implemented with regular hand-washing scheduled
No shared supplies or toys--each student must have his/her own
Limited use of outdoor equipment (as sanitizing is available)

Masks will be required for all students and staff when required by emergency order or FSB vote. Parents are encouraged to find the best “fit” for their students prior to the start of the school year. A simple bandana will not suffice as a mask. Two or three layers of tightly woven material are recommended. Personalization of masks is allowed, but mask designs must be appropriate for public school settings. Mask “breaks” will take place throughout the day, mostly outside.

Handwashing and sanitation stations will be used throughout the school day. Hands must be washed/sanitized before entering a classroom, using the playground, having lunch, before and after using the restroom, and at regular intervals scheduled through the day. Additional cleaning protocols will be used by custodial staff.

[NH DHHS travel restrictions](#) can include any and all travel outside of the New England states (NH, ME, VT, MA, RI, and CT). “NH residents or out-of- state visitors traveling to/from areas outside of New England (Vermont, Maine, Massachusetts, Connecticut, or Rhode Island) need to self-

quarantine for the first 14 days of any intended stay in NH after travel (starting from the last day of their travel outside New England). This recommendation is irrespective of the mode of transportation for travel (public vs. private transportation).” This means that staff and students must quarantine for 14 days following travel outside New England before reporting to campus. This will be included on daily screening questionnaires if required.

Parents/guardians may be expected to [screen](#) their student’s health each morning before school, submitting the screening either in writing or electronically if required by DHHS. Students who show [COVID-19 symptoms](#) or who have been exposed to those who are positive should not be sent to school and should [stay home](#). Staff will be expected to provide [attestation](#) daily as well. Those displaying fever and/or two or more symptoms* that are abnormal for the individual must stay home and remain at home until symptoms are no longer present for at least 24 hours without the aid of medication and for at least 10 days after the onset of symptoms (a total of 14 days) unless two PCR test results on consecutive days are negative and symptoms are resolved.

*Symptoms include

- Fever of 100 or higher
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle and body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Parents and staff may also be asked to keep a contact log at home for family contact in the event DHHS needs to do additional contact tracing. All contact

tracing will be done by NH DHHS. The school will cooperate in providing information about location and proximity of students for this process, and will release this information only to state and local officials. We will not release names or staff or students who are being tested or who have been tested, as we are prevented from doing so by law.

IF SOMEONE SHOWS SYMPTOMS: All staff MUST report observed signs/symptoms to the school nurse immediately.

If a student begins to show symptoms during the school day, parents will be contacted to come get the student, and the student will be allowed to rest in an area isolated away from other students until the parent arrives.

If a student is sent home with a fever, they must remain out of school for a **full 24 hours** after the fever is gone without the use of fever-reducing medication. Parents should consider testing. Contact with their medical provider for guidance in evaluating persisting symptoms and to arrange for any needed testing is strongly encouraged. The symptoms of vomiting and diarrhea are also reasons for the student to stay home until 24 hours beyond the absence of symptoms without medication.

IF SOMEONE TESTS POSITIVE:

If an individual tests positive, that person must remain at home until there is **no fever for 24 hours** without use of fever-reducing medication, **symptoms improve for at least 24 hours**, AND **at least ten days have passed since the onset of symptoms. The time away from school will be fourteen days (including weekends).**

If a student or staff member tests positive for COVID-19, the cohort of students with whom they have interacted—including bus runs if applicable—will be asked to [quarantine](#) for 14 days. For the purpose of determining a cohort, the group will also include the students on the bus with whom a student rides. Their inclusion in a quarantine group does not signal an additional cohort out, nor require the classmates of bus riders not in the initial cohort to quarantine unless there is contact with the student who is ill. Siblings will also be expected to quarantine, even if they are asymptomatic or *initially* test negative. Following guidance about [when you can return safely](#)

[or be around others](#) is important for the health of our school community.

Those who are able will be expected to participate in school remotely for the duration of quarantine.

WHEN SCHOOL IS SENT TO ALL REMOTE:

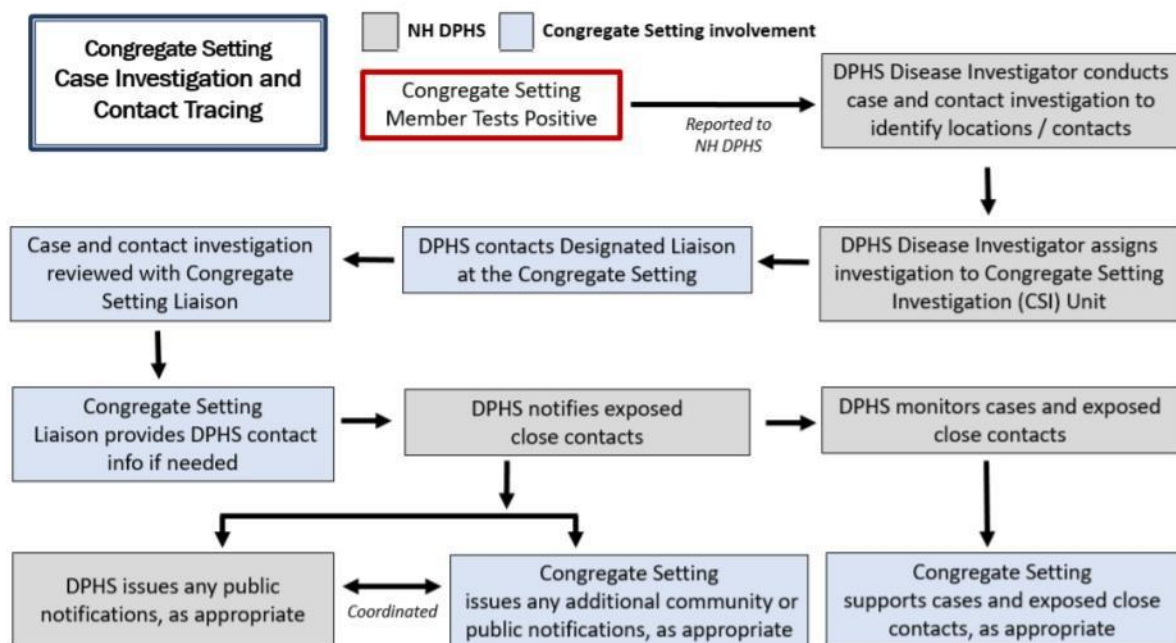
NH DHHS denotes 3 or more cases in a single cohort as a “cluster.” An “outbreak” is defined as identified transmission between clusters within the school. “Outbreak” determination is made by public health officials, not the local school administration, and DHHS will make the community notification of the required 10-day transition to remote learning.

All decisions will be made in consultation with local and state health officials.

Should we find that staffing is inadequate to return to on-campus learning due to staff contacts in other communities, the Farmington School District or individual schools may need to stay in remote learning, despite local numbers.

COMMUNICATION:

All district communication with DHHS and local Emergency Management will be through the Superintendent or her designee.



NH Public Health Laboratories will report results only to the provider who orders the test, who will then communicate with the family. Parents should

report to the Superintendent (603.923.3406) if there is a known positive test result. The administration must then confirm any reported positive result with public health officials before community notifications can be made.

If there are confirmed positive cases in the school, notifications will be made to those in contact with the affected individual(s).

No identification of an individual will be made through the district. Grade level details will be released only when NH DHHS criteria are met (exceeds minimum number of students/staff involved).

Close contacts will be notified by administration and DHHS. DHHS will also make the community notification if there is an “outbreak” in a school. Information can be found on the [NH DHHS website](#) regarding numbers of cases throughout the state.

Should the need arise to remain in remote learning due to staffing concerns, this communication will come from the district office.

All means of communication applicable to the situation will be used: email, phone, district and school websites, district Facebook page, and communication apps as deployed (such as Class DoJo).

SUPPLIES:

Toys and supplies will not be shared between students without sanitizing between uses. If the item is not able to be sanitized, it cannot be used by multiple students. Students will be encouraged to bring their own supplies, and supplies assigned to individual students can be made available.

Library books can be reserved via digital request and delivered to classrooms. Protocols will be in place to ensure that our print resources can be used safely.

Access to playground equipment will be allowed as sanitization is available.



Communication protocols about outbreaks and attendance

Attendance policy JH more clearly defined for remote learning days (Models One, Two, and Three)

New phone system will allow direct voice mailboxes for all staff to improve communication

Building use will be limited and follow strict protocols in following state/local policies for outside groups

Visitors, including parents, will be permitted in the building only by appointment

Fixed groups or cohorts of students to limit exposure

- Based on CDC/AAP/NH DHHS guidance, cohorts will be housed in a single classroom or building wing whenever possible.
- During Models Two and Three (Hybrid), numbers of students in a building at one time will be limited.
- To limit class transitions, teachers may remote in for UAs or other special instruction.
- Related services will necessarily need to be able to access more than one cohort of students. PPE will be issued to these staff members.

Communication protocols established will allow us to better let families know when students are not accessing their classes online, and what the status is of any cohorts that are moving to quarantine in a building. What cannot be communicated is the name(s) of those who are symptomatic or who have tested positive. DHHS guidelines will be followed in contact tracing; this is a state function and will not be performed by district staff. HIPPA laws dictate the information that can be released about school community members who are affected by COVID-19, and we will strictly adhere to those requirements.

[“Back to School” Forms](#) will be sent electronically to all registered families on August 18 and posted to the district website the same day. Computer access will be available at the SAU for families to fill out the information if needed. If paper forms or assistance is required, please contact the SAU office at 755-2627. The currently enrolled students, forms are due back to the district by August 24.

[Policy JH](#) defines attendance requirements for the district. When students are learning remotely (Models One and Two, and part of Three), the equivalent “day” of remote instruction is defined by numbers of live sessions attended or check-ins completed by grade level and may vary by the number of courses

scheduled.

Our new phone system, installed this summer, will allow all staff to have voice mailboxes and direct dial access from all classrooms. Teachers will be able to use the system to call parents even when remote, limiting numbers parents must “remember”, and all staff will be able to access voicemail even if not on campus.

Building use by outside groups will be limited by state and local policy. Cleaning protocols may increase the fees charged for building use.

All visitors to campus—parents, consultants, or vendors—must wear a mask in the building and may enter by appointment only.

Cohorts, or groups of students who learn together, will be fixed to limit the numbers of contacts for students and teachers. In most cases, this means that students will remain in a self-contained classroom for grades K-6. Rather than students transitioning from class to class, teachers may remote in to them for UAs or other special instruction. When possible, classes will be held outdoors for social distancing and breaks for movement and mask removal. Related service staff will necessarily need to see students from different cohorts and will be provided personal protective equipment (PPE).

Numbers of students in a building at one time will be limited under Models Two (small identified groups) and Three (no more than half the school).

Security protocols for our new environments are being updated in consult with the Farmington Police and Fire Departments. Training will be conducted for staff at the start of the year.

Wellness/Social Emotional Learning (SEL)



Additional focus on social/emotional learning and skills at all levels WIN (What I Need and Advisory--HWMS) and REAL (Advisory--FHS) will also be included in remote learning (Models One, Two, and Three) for students, not just in person.

Guidance and counseling appointments will be available

Athletics guided by NHIAA recommendations

Outdoor space will be used to its full potential for instructional and social purposes

Advisory will be part of all secondary remote and in person schedules. This time, while credit bearing at the high school, is an opportunity for additional connection with advisors, check-ins for academic progress, and support for adjusting to the remote schedule. Focus will be on student wellness. Guidance and student assistance counseling appointments are available via Google Meet.

Athletics will be guided by NHIAA recommendations, consultation with local health and safety officials, and school board policy.

Outdoor spaces will be used to their full potential as instructional and recreational spaces, weather permitting. We ask that parents apply sunscreen and/or bug spray at home. If your child has a particular sensitivity, please let us know. Students should also have a water bottle, clearly marked with their name, so we can be sure they stay hydrated. Jackets and sweatshirts are a good idea for our fall weather.

Instruction and Assessment



- Outdoor classes whenever possible/weather permitting
- Daily direct instruction; Students will be required to attend even if remote
- More “classroom-like” structures in place for students
- Google Classroom for all instruction--remote or in-person--to allow flexibility should we have to shift quickly from one Model to another
- PowerSchool updates for academic communication
- Fall assessments for evaluation of student needs
 - SAS interim assessments for gr. 3-8
 - SAT for seniors who would have tested as juniors in the spring

As noted in the section above, outdoor spaces will be used for instruction whenever possible. Communication with the office will be maintained at all times while a class is outside. Shade breaks will be available for students, along with opportunities to remove masks.

Whether fully in-person, hybrid, or remote, more structures will be in place to allow the schedule to be followed in similar fashion, regardless of access or

location. Google Classroom will be used in all classes. This allows us to continue remotely whatever was planned for in-person instruction, readily sharing plans and resources should a staff member become ill or a cohort be required to move to remote learning.

Cohorts, or groups of students who learn together, will be fixed to limit the numbers of contacts for students and teachers. In most cases, this means that students will remain in a self-contained classroom for grades k-6. Rather than students transitioning from class to class, teachers may remote in to them for UAs or other special instruction. When possible, classes will be held outdoors for social distancing and breaks for movement and mask removal. Related service staff will necessarily need to see students from different cohorts and will be provided personal protective equipment (PPE).

Numbers of students in a building at one time will be limited under Model Two (small identified groups) and Three (hybrid--no more than half the school).

PowerSchool will be available to parents at all grade levels to allow them to monitor their student's academic progress. Grades will be updated weekly so that parents will know in a timely manner if students are beginning to fall behind.

In the fall, students in grades 4-8 will be given the interim SAS assessment (state test—formative). These tests do not “count” for school accountability, but will be reported to the state to help us gauge where our students need the most reinforcement of essential skills. Seniors will take the SAT in October that they missed in the spring. These tests will be administered when students are on campus.

Sample remote learning schedules can be found in the appendix to this plan.

Technology



1:1 devices for students across district by early fall (subject to national

delivery schedules)

- Touch screens for youngest learners
- Grades k-1 and 7-12 will be 1:1 to begin the school year
- Grades 2-6 will have devices available to *families* in need—but may not be available to every student until shipments arrive

WiFi access made available to families without internet connections

Digital platforms for communication and content management

Parent resources for use of Google Classroom and PowerSchool

Upgrades to infrastructure have been done to support use in classrooms and on school grounds

Through our federal CARES Act (ESSER) grants, we are able to provide technology devices to all students. When we went remote in March 2020, we were able to provide *families* devices who requested them, beginning with the high school, and moving down to 4th grade; however, often siblings were sharing the technology. We are now able to provide a device to *each student*.

Internet connections are available on an “as needed” basis, and can also be requested in the [Technology Needs Survey](#). NOTE: These are not robust, and are not meant to replace household connections for those who have them. These connection devices will allow students who are in a household without internet to connect for classroom and research use.

We will continue to use and expand our use of Google Classroom at all levels and PowerSchool for parent access to student academic progress. Resources (training videos and/or printed instructions) will be made available to parents who need support in using these platforms and helping their students to access them at home.

Upgrades to telephone and wireless access on campus will improve communication options and connectivity for students while on our grounds. All staff will have voice mailboxes to improve accessibility to parents. The classroom number can serve as a single point of contact, since teachers will be able to call out from these lines, even if remote. Upgrades to wireless will

also assist teachers who are streaming content to students from their classrooms.

School Operations: Building Logistics and Meals Delivery



Staggered schedule for hallway movement

One-way hallways or staircases

Bagged/boxed breakfast and lunch delivered to classrooms or limited small group lunches.

Hallway and staircases may be limited to one-way movement at certain times of the day to limit contact between groups when students are on campus. Six-foot distancing will be maintained in hallways and while moving throughout the building. In classrooms, desks will be spaced from 3-6 feet apart as space allows. For those desks that cannot be a full 6 feet apart, barriers will be used between the spaces for added protection.

Cohorts will be maintained at the k-8 levels to limit exposure for staff and students, alike. The high school population will be divided in half alphabetically to minimize the number of students in the building.

Younger students will eat meals in classrooms rather than in large groups in the cafeterias. High school students will eat either in classrooms or in small lunch groups. Meals will be ordered either the night before or weekly using online or phone ordering. We are still working out the details of this ordering process with our food services company, Fresh Picks Café. Links will be available on our district and school websites, and will be communicated in advance of the school year. Students who are in remote learning will still have the opportunity to receive meals prepared at school to be picked up by families or delivered to homes under free and reduced-price meal guidelines. Unlike spring 2020, meals will not be free to all unless additional federal waivers are granted.

The SSO and area eligibility waivers from the USDA are not in effect for the school year, so meals are no longer free to all students.

Families who qualify for free/reduced price meals are encouraged to fill out the application for the new school year. Applications are on our district website or at the schools. Assistance with filling out the forms is available at the SAU office (see Sheryl Olstad) or at the town offices (see Erica Rogers). Last year's certification ends on **September 30, 2020**. After that, students will be charged full price for meals if no new application is submitted and approved.

School Operations: Transportation



Additional buses have been purchased to allow for distancing if needed.

These buses will also allow us to run after school programming and provide a "late bus" for students participating in after school activities.

Should a change to bus transportation need to be made, a minimum of 48 hours' notice to the bus coordinator is required.

Should conditions warrant, bus runs may be shifted due to positive cases and district need. Families will be given as much notice as possible with these situations.

Masks will be required on all buses if required by DHHS. As windows will be left partly open for additional ventilation, light jackets may be appropriate for the start of school for chilly mornings though the day is forecast to be warm.

There is a possibility of staggered starts if ridership requires more spaces to get students to school. This will be done in consultation with the Farmington Teachers' Association, and will be determined with as much notice for the school year as possible.

Contacts

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Sources

[AAP COVID Planning](#)

[CDC School Guidance](#)

[NH DHHS](#)

[New Hampshire Grades k-12 Back-to-School Guidance](#)

[NH DOE:STRRT](#)

[Return to School Roadmap](#)

[Project Achieve](#)

[Harvard School of Public Health: Risk Reduction Strategies for Reopening Schools](#)

[NH School Administrators Association](#)

[NH School Boards Association](#)

Additional Resources:

CDC:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html>

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

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf

<https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/contact-tracing-resources.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>

<https://www.cdc.gov/covid-data-tracker/#cases>

Other Sources:

https://www.forbes.com/sites/williamhaseltine/2020/07/31/new-evidence-suggests-young-children-spread-covid-19-more-efficiently-than-adults/?fbclid=IwAR01fdL4rZ-u_KDzx8qPQGgCnc2GuF5rH9qPPPKWYjl1uWL1iRc17JOk1_Q#483a35ae19fd

<https://jamanetwork.com/journals/jamapediatrics/fullarticle/2768952>

<https://www.cnn.com/2020/07/29/dr-fauci-says-kids-over-9-years-old-can-transmit-the-coronavirus-as-well-as-adults-as-some-schools-reopen.html>

Appendices

SAMPLE REMOTE LEARNING SCHEDULES—HYBRID(Model 2)

FHS Scheduling

Student Weekly Schedule

Week 1 Example

Monday	Tuesday	Wednesday	Thursday	Friday
A/B	D/C	A/B	A/B	D/C

Week 2 Example

Monday	Tuesday	Wednesday	Thursday	Friday
A/B	D/C	D/C	A/B	D/C

Rotating Wednesday: Every Wednesday will rotate each week between A/B classes and D/C classes

Student Daily Schedule

A/B Day (Mondays & Thursdays)

A Block	9:00 to 10:30
A1	9:00 to 9:45
A2	9:50 to 10:35
Advisory/REAL time	10:45 to 11:30
B Block	11:35 to 1:05
Lunch	1:05 to 1:30

D/C Day (Tuesdays and Fridays)

D Block	9:00 to 10:30
D1	9:00 to 9:45
D2	9:50 to 10:35
Advisory/ REAL Time	10:45 to 11:30
C Block	11:35 to 1:05
Lunch	1:05 to 1:30

Advisory/REAL Time Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory	REAL Time	Advisory	REAL Time	REAL Time

*If there is a Monday holiday then advisory will be on Tuesday of that week

Teacher Daily Schedule:

Teacher Planning Period	7:30am to 8:30am
Parent Communication/Meetings/1:1 or Small Group Support	8:30am to 9:00pm
Parent Communication/Meetings/1:1 or Small Group Support	1:30pm to 3:00pm
*Fridays -department meets to create the next week's REAL Time schedule & update powerschool grades	

HWMS Scheduling

Student Remote Schedule Grades 4-6

	Monday	Tuesday	Wednesday*	Thursday	Friday
9:00-10:15	ELA	Math	Advisory	ELA	Math
10:15-10:30	<i>BREAK</i>	<i>BREAK</i>	<i>BREAK</i>	<i>BREAK</i>	<i>BREAK</i>
10:30-11:45	UA	Social Studies	WIN	UA	WIN
11:45-12:15	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>
12:15-1:30	Science	UA	Foreign Language (as enrichment only)	Science	Social Studies

*Wednesdays = NO ELA, MATH, SCI, SS (Full Advisory & WIN Blocks on Wednesdays)

*2 Academic Classes each day except Wednesdays

*Same UA for six week cycle

Teacher Remote Schedule Grades 4-6

7:30am-9am:

*7:30am-8:30am = PREP

*8:30am-9:00am = Parent Communication/Meetings/1:1 or Small Group Support

9am-1:30pm:

*8 Academic Teaching Blocks

*2 WIN Blocks

*1 Advisory Block

*1 Team Meeting Block with Matt & Giselle

*1 SEL/Behavior Planning (Advisory/Academics/Constellations)

*2 Parent Communication/Virtual Learning PD Blocks

*Break Each Day: 10:15-10:30

*Lunch Each Day: 11:45-12:15

1:30pm-3pm:

Parent Communication/Meetings/1:1 or Small Group Support

Student Remote Schedule Grades 7-8

	Monday	Tuesday	Wednesday*	Thursday	Friday
9:00-10:15	ELA	Math	Advisory	ELA	Math
10:15-10:30	BREAK	BREAK	BREAK	BREAK	BREAK
10:30-11:45	SS	Foreign Language	UA or Band/Chorus	SS	Foreign Language
11:45-12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:15-1:30	UA or Band/Chorus	Science	WIN	UA or Band/Chorus	Science

*Wednesdays = NO ELA, MATH, SCI, SS (Full Advisory & WIN Blocks on Wednesdays)

*2 Academic Classes each day except Wednesdays

*2 Foreign Language Classes each week (graded)

*Same UA for six week cycle

Teacher Remote Schedule Grades 7-8

7:30am-9am:

*7:30am-8:30am = PREP

*8:30am-9:00am = Parent Communication/Meetings/1:1 or Small Group Support

9am-1:30pm:

*8 Academic Teaching Blocks

*1 WIN Block

*1 Advisory Block

*1 Team Meeting Block with Matt & Giselle

- *1 EL Education Training/PD Blocks
- *1 SEL/Behavior Planning (Advisory/Academics/Constellations)
- *2 Parent Communication/Virtual Learning PD Blocks
- *Break Each Day: 10:15-10:30
- *Lunch Each Day: 11:45-12:15

1:30pm-3pm:

Parent Communication/Meetings/1:1 or Small Group Support

VVCS Scheduling

Student Remote Schedule Grades K-3

Time	Cohort A/C Student (M,T,Th,F)	Time	Cohort B/D Student (M,T,Th,F)
Group 1		Group 1	
8:00 - 8:20	Morning Meeting	8:00 - 8:20	Morning Meeting
8:20 - 9:15	UA	8:20 - 9:50	Direct Instruction
9:15 - 10:45	Direct Instruction	9:50 - 10:45	UA
Group 2		Group 2	
11:00 - 11:20	Morning Meeting	11:00 - 11:20	Morning Meeting
11:20 - 12:15	UA (Office Hours/Lunch)	11:20 - 12:50	Direct Instruction
12:15 - 1:45	Direct Instruction	12:50 - 1:45	UA (Office Hours/Lunch)

Time	Cohort A/C Student (W)	Time	Cohort B/D Student (W)
Group 1		Group 1	
8:00 - 8:20	Morning Meeting	8:00 - 8:20	Morning Meeting
8:20 - 9:15	UA	8:20 - 9:50	SEL/Catch Up
9:15 - 10:45	SEL/Catch Up	9:50 - 10:45	UA
Group 2		Group 2	
11:00 - 11:20	Morning Meeting	11:00 - 11:20	Morning Meeting
11:20 - 12:15	UA (Office Hours/Lunch)	11:20 - 12:50	SEL/Catch Up
12:15 - 1:45	SEL/Catch Up	12:50 - 1:45	UA (Office Hours/Lunch)

VVCS Teacher Daily Schedule:

Time	Cohort A/C Teacher (M, T, Th, F)	Time	Cohort B/D Teacher (M, T, Th, F)	Time	Cohort A/C Teacher (W)	Time	Cohort B/D Teacher (W)
7:30 -		7:30 -		7:30 -		7:30 -	
8:00	Prep	8:00	Prep	8:00	Prep	8:00	Prep
8:00 - 8:20	Morning Meeting	8:00 - 8:20	Morning Meeting	8:00 - 8:20	Morning Meeting	8:00 - 8:20	Morning Meeting
8:20 -				8:20 -			
8:50	UA (Prep)	8:20 -		8:50	UA (Prep)	8:20 -	SEL / Catch
8:50- 9:15	UA (Office Hours/1:1)	9:50	Direct Instruction	8:50- 9:15	UA (Office Hours/1:1)	9:50	Up
		9:50 -				9:50 -	
9:15 -		10:20	UA (Prep)	9:15 -	SEL / Catch	10:20	UA (Prep)
10:45	Direct Instruction	10:20- 10:45	UA (Office Hours/1:1)	10:45	Up	10:20- 10:45	UA (Office Hours/1:1)
10:45 -		10:45 -		10:45 -		10:45 -	
11:00	Break	11:00	Break	11:00	Break	11:00	Break
11:00 - 11:20	Morning Meeting	11:00 - 11:20	Morning Meeting	11:00 - 11:20	Morning Meeting	11:00 - 11:20	Morning Meeting
11:20 - 11:45	UA (Office Hours/1:1)	11:20 -		11:20 - 11:50	UA Lunch	11:20 -	SEL / Catch
11:45- 12:15	UA Lunch	12:50	Direct Instruction	11:45- 12:15	UA (Office Hours/1:1)	12:50	Up
		12:50 -				12:50 -	
12:15 -		1:20	UA Lunch	12:15 -	SEL / Catch	1:20	UA Lunch
1:45	Direct Instruction	1:20- 1:45	UA (Office Hours/1:1)	1:45	Up	1:20- 1:45	UA (Office Hours/1:1)
1:45 -		1:45 -		1:45 -		1:45 -	
3:00	Office Hours	3:00	Office Hours	3:00	Office Hours	3:00	Office Hours

Office Hours	2 hours 5 minutes	Office Hours	2 hours
Prep	1 hour	Prep	1 hour
Lunch	30 minutes	Lunch	30 minutes
Instructional Time	3 hours 40 minutes	Instructional Time	3 hours 45 minutes

COVID Procedures for Special Education and Related Services

Models

Like many districts, Farmington will be using a model approach to address school services during COVID 19. The models are based on the level of restrictions placed on the District with Model 1 being the most restrictive (fully remote) and Model 5 being the least restrictive (return to typical classes with no restrictions). It is expected that for the remainder of the pandemic, the district will need to move between these models based on factors such as state orders, and the number of positive cases community wide.

Model 1- All Remote

In this model all regular education services are remote in mandated response to state-issued stay-at-home order or local outbreak. Staff would be off campus. In this model special education services will be remote as well with the provision of bringing in some students whose disabilities require more direct services. Special education students who come in during an all remote time, will be in for only a limited amount of time and with specific staff members.

Special Education Services

- Building administrators will develop the remote schedule for their buildings.
- Special education teachers will provide direct instruction via remote means to those students who are assigned to their caseload.
- These services may be provided remotely in small groups of no more than 3 students. Permissions must be sent home and signed by guardians before group services can occur.
- 1:1 direct services are encouraged to prevent student regression.
- Special education staff are required to keep a log of sessions with students.

- It is highly recommended that web-based instructional programs be introduced to students so they are familiar with the platform should we need to return to remote instruction. Special ed students in grades 1-12 have access to IXL.

Related Services

- Speech, OT, and PT services will be provided in a remote model.
- With signed permission forms in place, online services may occur in group of up to 3 students
- It is recommended that students be introduced to web-based platforms to facilitate instruction.
- Related services staff are required to keep a log of sessions with students.
- The use of specially designed instruction materials such as Handwriting Without Tears is encouraged
- Related services staff are encouraged to plan their sessions in collaboration with special education teachers and classroom teachers, so they can “take” students to a break out session within Google Classroom to participate in their related services activities.

Paraeducators

- Paraeducators will be assigned to Google Meets with special education students.
- Special education teachers will assign paraeducators to work with groups of students in sessions that align with the general education schedule.
- Special education teachers will assign paraeducators to work 1:1 with students in a Google Meets session should this be necessary to the student’s success. These sessions should be recorded by the paraprofessional to protect the staff and student’s interest.
- Paraeducators should only refer students to the general education teachers’ Google Classrooms. The creation and use of paraeducator Google Classrooms can be confusing for parents and students.
- Medicaid submissions for the carryover of accommodations related to OT, PT, speech, and behavior services should continue on a daily basis if the service provided by the paraeducator meets the requirements.

Student Attendance

- When a student is absent from a related services or academic session, staff should connect with the student’s special education teacher, classroom teacher, and any other connected staff to see if the child has participated in other activities scheduled for that day.
- Parents will be asked to provide 24 hour notice of an inability to attend a session.

- Staff will wait __minutes for a 30 minute session, and ____minutes for a 20 minute session before leaving the Google Meet and marking the student as absent.

Model 2 Remote with Small Groups in Person, Model 3 Hybrid Model & Model 4 on Campus with Restrictions

Please keep in mind that with the hybrid models, IEP teams may decide that it is in the best interest of the student to be in person for services. This may result in a student being in school 4 to 5 days a week.

We will use a rubric to determine those students who would most benefit from in person instruction and

Model 2: Remote with small groups in person/on campus Acknowledging that some students struggle with remote learning, this allows us to have small groups of students on campus for in-person instruction as community and regional conditions allow. Teachers are expected to conduct class from campus unless accommodations are granted. Students will be identified by a team using criteria to determine need for additional in-person instruction (academic progress, social/emotional factors, etc.). Groups will be small to limit contact in the buildings. Transportation will be provided as available given community restrictions.

Model 3: Hybrid (2 days on campus and 3 days remote) Limited return to campus for most learners: In this model, students return to campus, but cohorts are maintained, and the numbers of students allowed in the building at one time is capped at roughly half the population to make movement within the building safer and better access to restrooms for all students. Days on campus will alternate to allow time for more thorough cleaning between groups. Wednesdays are remote for all students so buildings can be more deeply cleaned. Instructional staff and related service providers are on campus unless the staff member has a pre-approved accommodation from the superintendent.

Valley View: Grades Pre-K3, 1, and 3 are in on Monday and Tuesday. Grades Pre-K4, K, and 2 are in on Thursday and Friday. Teachers will do live remote sessions with students on the days that students are not in school.

Henry Wilson: Grades 4, 5, and 8 are in on Monday and Tuesday. Grades 6 and 7 are in on Thursday and Friday. Teachers will do live remote sessions with students on the days that students are not in school.

FHS: The high school cohorts will be divided by alphabet. Cohort One will be in on Monday and Tuesday and Cohort Two will be in on Thursday and Friday. Wednesdays will be remote with live sessions for all students. The other two days FHS students are remote, they will be required to login to complete specific tasks related to their on-campus learning.

Model 4: Full on-campus learning, but safely: In this model, all students return to in-person school settings that are appropriately modified to accommodate the health and safety requirements outlined by AAP, CDC, and NH DHHS.

Examples of modifications could include altered classroom configurations, schedule changes, learning cohorts/self-contained classes, additional learning spaces.

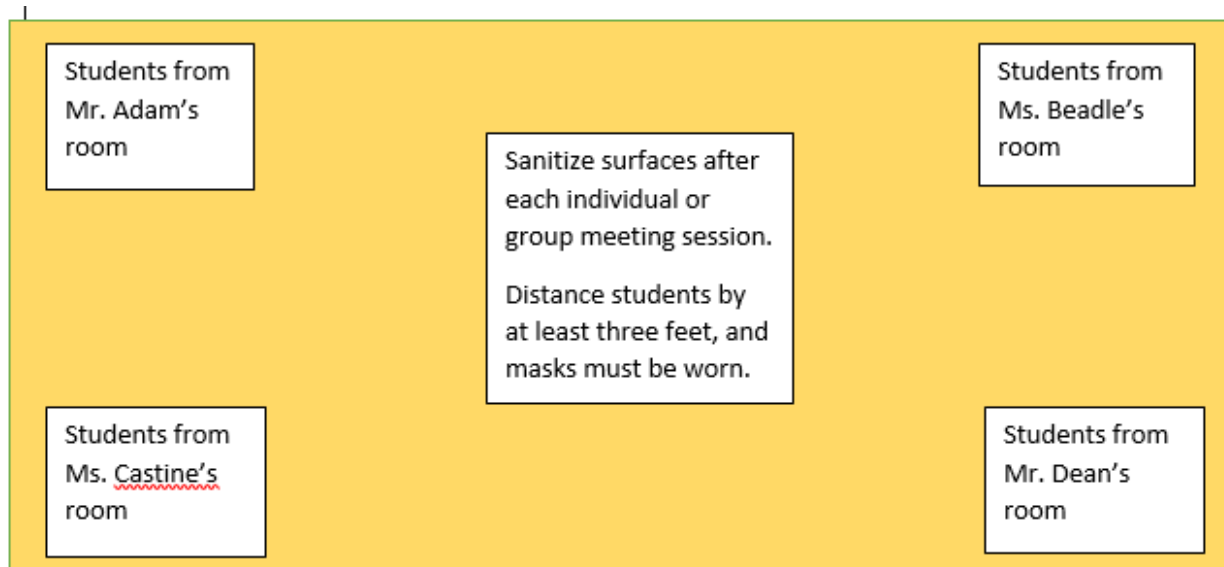
- Masks will be required for staff and students
 - Accommodations will be made for students with sensory and medical needs to use a face shield with a drape
- Dividers for student spaces; social distancing maintained
- Handwashing and sanitation stations with scheduled wash breaks
- Cohorts to limit exposure and expedite contact tracing if needed by degree of contact.

Special Education Services

- Special education teachers will provide direct instruction for students assigned to their grade level case load.
- In the case of students who are in the same grade level classroom, for example there are three special education students in Mr. Brown's room, these students may be grouped for instruction.
 - Group instruction may occur within the special education teacher's classroom.
 - If possible, it is recommended that specific areas of the classroom be designated for special education students from the same grade level or classroom (see illustration below). Social distancing (as much as possible) and face masks are required during instruction.
 - Assigned seating must be used with all students to permit tracing of contacts should this become necessary.
 - Group instruction may occur outside of the building, again with an attempt at social distancing. If social distancing is possible, face masks may be removed.
 - Students and staff must wash their hands or use sanitizing gel prior to departing their room or general education classroom for the location of specialized instruction.
 - Following any group instruction, surfaces must be sanitized and students must wash their hands or use sanitizing gel before returning to the classroom.
- Group services are limited to 3-5 students
- Group services may occur in locations such as multi-purpose rooms, cafeterias, and other larger areas when feasible.
- Special care should be taken to make sure that any supplies that students use are specific to them and are kept in locations that should be accessed only by the

assigned student. We can purchase additional supplies to make storing these items easier.

- It is highly recommended that web based instructional programs be introduced to students so they are familiar with the platform should we need to return to remote instruction. Special ed students prek-12 have access to IXL.
 - Special Education Teacher Classroom
 - The image shows a suggested set-up for group and individual instruction for students from the same grade level, but who are assigned to different teachers at that grade level.



Related Services

- Only students with 1:1 direct services should access the related services rooms
- Group instruction must occur in larger areas
 - Outside—weather permitting
 - Cafeteria
 - Multi-purpose room
 - Library when sparsely occupied
- Assigned seating must be used with all students to permit tracing of contacts should this become necessary.
- The Physical Therapist will provide individualized services in locations that provide for social distancing (see list above).
- Any equipment used during a session will need to be sanitized immediately following its use.
- Related service providers will wear masks and gloves (when appropriate) during services.

- Students are expected to wear masks during services. If the student is receiving speech services and the wearing of a mask is not conducive to the delivery of services, the district will provide a mask with a clear area for the mouth. These masks will be non-transferable.
- Service providers who move between buildings will wash their hands (or use hand sanitizer) prior to entering the subsequent building. They must also change their face mask, and change any clothing that may have been compromised in the delivery of services at a previous building.
 - Counselors who are able to meet with their students outside are encouraged to do so when the weather permits.
- Contracted service providers will be held to the same requirements around health and safety as district staff.

Paraeducators

- Paraeducators will be assigned to Google Meets with special education students.
- Special education teachers will assign paraeducators to work with groups of students in breakout sessions that align with the general education schedule.
- Special education teachers will assign paraeducators to work 1:1 with students in a Google Meets session should this be necessary to the student's success. These sessions should be recorded by the paraprofessional to protect the staff and student's interest.
- Paraeducators should only refer students to the general education teachers' Google Classrooms. The creation and use of paraeducator Google Classrooms can be confusing for parents and students.
- During on campus service time every attempt has been made to schedule paraeducator to reduce contact with multiple cohorts of students while still fulfilling the needs of special education students.
- Medicaid submissions for the carryover of accommodations related to OT, PT, speech, and behavior services should continue on a daily basis if the service provided by the paraeducator meets the requirements.

Student Attendance

- When a student is absent from a related services or academic session, staff should connect with the student's special education teacher, classroom teacher, and any other connected staff to see if the child has participated in other activities scheduled for that day.
- Parents will be asked to provide 24 hour notice of an inability to attend a related service session.
- Staff will wait ____minutes for a 30 minute session, and ____minutes for a 20 minute session before leaving the Google Meet and marking the student as absent.

- On the day where students participate in live remote sessions, attendance will be taken by the instructor and students must participate in the live Google Meet sessions.
- During the asynchronous days students will prove their attendance for the class through the completion of the class assignments.

Model 5 on Campus No Restrictions

In this model the school district is back to its standard operating procedures. Students return without restrictions. In this model, all students return to in-person school settings that have not been modified in regards to health and safety requirements. This looks like what we have been used to in past years, and is the goal.

Evaluation of Students

Whenever the district is in a primarily remote model for instruction, in person evaluations will be suspended where a file review is possible and will provide substantial information. However, “remote evaluations, such as social-emotional evaluations, that are based on interviews and rating scales can be completed if technology of both the practitioner and family are reliable to do so” as advised by Nate Jones, SERESC School Psychologist.

Remote administration of standardized testing will not occur due to concerns related to validity.

New Referrals

Preschool and children under the age of 10 are likely to be significantly impacted by the need to use PPE and therefore the special education team for the student should review the evaluations questions and determine a means to glean this information from other sources without the administration of a standardized assessment.

Students over the age of 10, while more likely to understand why the requirements for PPE exist, their results on standardized tests may still be impacted by PPE’s use.

Therefore, while the use of PPE is required the district will use the SERESC suggested Methods for Obtaining Evaluation Information. (See below)

Re-Evaluations

Assessment Area	Evaluation Techniques to Consider
Academic Performance	<ul style="list-style-type: none"> • Parent/teacher interviews • Review of educational records • Review of previous standardized

	<p>assessment data</p> <ul style="list-style-type: none"> • Observations if the student is available for observation Single-case subject design
Adaptive Behavior	<ul style="list-style-type: none"> • Parent/teacher interviews • Review of educational records • Review of previous standardized assessment data • Remotely administered rating scales In-person rating scale administration when appropriate
Classroom Observation	<ul style="list-style-type: none"> • Review of Educational Records Review of Previous Standardized Assessment Data • Observations of online classes if available • Observations of in-person classes if available
Communication Skills	<ul style="list-style-type: none"> • Parent/teacher interviews • Review of educational records • Review of previous standardized assessment data • Observations if the student is available for observation • Review of language samples gathered by parents or teachers
Health	<ul style="list-style-type: none"> • Review of medical records available to school nurse • By request from students' physician
Hearing Evaluation	<ul style="list-style-type: none"> • Review of educational and medical records • By request from students' physician
Vision Evaluation	<ul style="list-style-type: none"> • Review of educational and medical records • By request from students' physician
Motor Ability	<ul style="list-style-type: none"> • Parent/teacher interviews • Review of educational records • Review of previous standardized assessment data • Observations if the student is available for observation
Social/Emotional	<ul style="list-style-type: none"> • Parent/teacher interviews

	<ul style="list-style-type: none"> ● Review of educational records ● Review of previous standardized assessment data ● Observations if the student is available for observation ● Remotely administered rating scales ● Virtual student interviews ● In-person interviews when available
Intelligence	<ul style="list-style-type: none"> ● Parent/teacher interviews ● Review of educational records ● Review of previous standardized assessment data ● Observations if the student is available for observation

Trouble-Shooting Assistance for Students

Group	How to Identify	Supports Implemented & Monitored
Students in Special Education & Students on 504 Plans	Refer to caseloads given to case managers--contact grade level case managers in prek-8 and special education department head at high school	Meet to ensure that hours of school day and remote services meet the students' needs
Tier II Students	Consult with building administration and classroom teachers	Identify a key staff member to connect, monitor, and problem solve with the student.

Students w/ Social Emotional Concerns	<p>Consult with Counselor & Teacher</p> <p>Involve Constellations staff should the student be connected to this service</p>	<ul style="list-style-type: none"> ● Parent Communication ● Ensure student is attending advisory, WIN, and Real Time ● Team meeting to identify resources needed ● Counselor consultation w/team ● Regular or as needed counseling ● Grades 7-12 referral to Student Assistance Program ● All grades referral to Community Partners
Poor Attendance	<ul style="list-style-type: none"> ● Counselor & Teacher Input ● Daily attendance in-school session ● Daily attendance for each class when remote 	<ul style="list-style-type: none"> ● Upon first missed class, teacher makes phone call to parents/guardians ● Refer to Attendance Intervention Document

Group	How to Identify	Supports Implemented & Monitored
Students where concerning behavior is noted during remote session (by student or another in the home)	Observed by Farmington staff member	<ul style="list-style-type: none"> • Alert administration • Consult with counseling staff and determine if a call to DCYF intake will occur • SRO may be asked to visit the home • Consult with other staff connected to student • Contact family/guardian if it is determined this is the correct course of action
Homeless students	<ul style="list-style-type: none"> • Registered with homeless liaison • Student or parent report to staff that they are between houses or apartments 	<ul style="list-style-type: none"> • Alert student's guidance counselor that the student may be homeless • Ask family to call the counselor
Students with technical difficulties during remote learning	<ul style="list-style-type: none"> • Student isn't showing up online • Parent or student notifies staff 	<ul style="list-style-type: none"> • Send email to techsupport@sau61.org • Follow up with parent to let them know report was made

Attendance Intervention Model 1, 2, 3 and Remote by Choice

Attendance Requirements

Remote

VVCS 5 missed sessions = 5 school days

HWMS 15 live sessions = 5 school days

FHS up to 20 depending on student schedule live sessions = 5 school days

Students will attend all live sessions

For asynchronous classes, students' attendance will be based on task completion

In person sessions, attendance in class.

1. No-Shows Initial Intervention

- a. Once a child misses a prescribed number of session, the district would then require the student will be provided one of the following interventions:
 - i. VV would be two live sessions unexcused per month
 - ii. HWMS & FHS five live sessions
 - 1. Parent / student virtual meeting
 - 2. Assign counseling session
 - 3. Assign a small virtual or in person group (could include a paraeducator)

2. Selective No-Shows Initial Interventions

- a. Once a student has missed a live session and every time thereafter, without an excuse, teacher must contact the student and parent
 - i. Call to family's most frequently used number
 - 1. Call the school first #(number to be determined) and it will mask the teacher's phone number and the teacher can call the parent and the teacher's number will be masked with the school's number
 - ii. Email to family recapping the message or conversation building administrator cc'd on email

3. Follow up after Initial Intervention

- a. Go through all interventions listed
- b. Truancy Officer, other administrator, or SRO must visit the home
 - i. After home visit, call to DCYF
 - 1. Call is screened in or not
 - a. If call is screened in, JPPO will attempt in home services
 - i. If in-home services are not successful or refused district will be given a letter to pursue a CHINS petition through the courts
 - ii. If we file a petition through the courts child and family will be required to appear in court

Determining Student Need for Face to Face Instruction

	3- High Need/Risk	2 - Medium Need/Risk	1 - Low Need/Risk	Points
Potential of student to Adapt to the Remote Learning Environment				
Level of Engagement in Remote Learning (per student history)	None	Inconsistent engagement during remote learning	Consistent, successful engagement for the duration of remote learning	
Student Needs				
Specialized Services	Student participates in multiple services (2 to 4) offered by the school. These services include a combination of academic, behavioral, and/or counseling services.	Student participates in two or fewer services offered by the school. The student is part of a Tier II academic intervention(s) and receives general support from the guidance counselor.	Student does not receive specialized services.	
Functional needs of student	<p>Student is not self-aware regarding personal needs and requires significant assistance in getting those needs met.</p> <p>Student must rely on adult assistance for the completion of many functional skills:</p> <ul style="list-style-type: none"> to make simple requests to initiate and complete executive functioning tasks to safely navigate the building to follow a schedule to interact effectively with peers 	<p>Student is aware of personal needs, but may need some physical assistance in order to manage them.</p> <p>Student needs adult prompting and some physical assistance for the completion of functional skills: The student can--</p> <ul style="list-style-type: none"> initiate a simple request but needs assistance with follow through initiate executive functioning tasks, but requires a check-in for completion navigate the building independently, but needs reminders about safety develop peer relationships, but needs assistance with conflicts 	<p>Student is aware of personal needs and has the ability to act independently to meet those needs. The student needs only adult verbal prompts.</p> <p>The student can—</p> <ul style="list-style-type: none"> initiate a simple request and follow through on outcome initiate and complete an executive functioning tasks navigate the building safely and independently develop peer relationships and manage conflicts with only occasional assistance from other friends or adults 	
Total Page 1				

	3 - High Need/Risk	2 - Medium Need/Risk	1 - Low Need/Risk	Points
Other Family Conditions				
Family Capacity to Support Remote Learning at Home	Not able to support at all due to ability, essential employee work requirements, or other equally substantial individual circumstances	Remote learning may pose challenges, but the family is able to provide environmental and personal support necessary for the student to engage	The family is able to provide environmental and personal support necessary for the student to engage and be successful	
Are any household members currently designated as essential employees?	Yes and all adult household members are in high risk, high stress roles (i.e. Police, Fire, Medical professional providing direct care for COVID patients)	Yes but only one household member is in a high risk, high stress roles (I.e. Police, Fire, Medical professional providing direct care for COVID patients)	No, Parent(s)/Guardian(s) are not essential workers	
Household Considerations	Family is homeless, doubled up, or housing is otherwise insecure. Student was recently moved into the care of a relative other than the parent. The family is caring for a family member with specific medical needs.		Family's housing is secure at this time. Student is in the care of a familiar parent/guardian. There is no undue burden on the family at this time.	
			Total Page 2	
				Total from Page 1
				Total Risk Score
Narrative / Comments:				

Small Groups & Interventions for Students during Phases 1-3

	Likely Student Population	Potential Service / Intervention	Staff
High Need	Life Skills students Students with significant behavioral needs Students who participate in autism services at VVCS	On campus services for between 2-4 days for direct instruction Related services would occur on campus	Special education staff Behavioral staff Paraeducators for 1:1 or small group services
	Preschool 3 & 4 year olds	2 half days of on campus services for direct instruction and related services	Special education staff Behavioral staff Paraeducators for 1:1 for small group services Related services staff either in person or remote
	Students with executive functioning challenges (diagnosed and undiagnosed)	Depending on student needs the following are potential interventions: On campus services for 1-2 days On campus for services 2 x a week for 1 hour Online 1:1 meeting (weekly or daily) w/staff for organization assistance Provide students with counseling services	General educator Special educator Guidance counselor Paraeducator Student Assistance Program (SAP) Counselor
Lower Need	Students who inconsistently engaged in remote learning	Set up meeting with parent and staff—consider including building administrator Provide weekly or daily counseling Create an online study group with 3 students	General educator Building administration Guidance counselor Student Assistance Program (SAP) counselor Paraeducator