



## SAU 46 (Andover and MVSD) - 2020-2021 - Return to School Framework

### Non-negotiables:

- Student, staff, and community **SAFETY**
- SAU #46 actions will be guided by medical and public health officials along with risk and emergency management collaborators
- Reopening plans must be **EQUITABLE** and accessible for all students and families

### Core / underlying beliefs:

- **SAFETY** will be our highest priority, guiding every decision
- In-person learning, with teachers, classmates, and colleagues is the most **EFFECTIVE** type of learning and teaching
- Remote Learning provides growth opportunities that will ultimately augment in-person instruction...but Remote Learning is not equal to in-person learning
- The absence of a vaccine, contact-tracing capabilities, and rapid testing significantly impacts our abilities to safely open our buildings
- This framework must be flexible and adaptive to changing community needs and shifting epidemiological data

### Decision-making framework - TEAMS

SAU #46 Leadership Team (MV and Andover admins) - Coordinating work between SAU and buildings. Coordinating Building-level agendas and work. This group will receive and send information to the Central Office Team and will coordinate building-level efforts with guiding and consistent systems-level approaches.

### Central Office Advisory Team - systems-level focus

- Macro-level: facilities, transportation, food services, specialized student services, technology, communications, overarching curriculum / instruction/ assessment expectations...
  - Superintendent (MV and Andover)
  - Assistant Superintendent (MV and Andover)
  - Business Administrator (MV and Andover)
  - Human Resources Director (MV and Andover)
  - MVSD Director of Athletics and Counseling
  - MVSD Facilities Director
  - MVSD IT Director
  - MVSD Special Education Director
  - MVSD Transportation Director
  - MVSD Food Services Director



- MVSD Board Chair
- MVSD Nurse Coordinator
- ASD Board Chair
- MVAA President
- MVEA President
- AEA President
- District Communication Specialist - Paul Barnwell?
- Parent...maybe Shawna Bowman (based on Mary's suggestion)
- Student...maybe student rep from the School Board?

Building-level Teams (with appropriate flexibility based on available personnel)

- Staggered busing schedules
- Entrance / screening protocols
- Class schedules (including specials)
- Hallways - passing time and common areas
- Building-level food services
- Athletics and extra-curriculars
- Building-level communications protocols
- Remote / hybrid learning & teaching plans
- Mental Health screenings, resources, and personnel
  - Principal
  - Assistant Principal(s) - if applicable
  - Building-based Director of Student Services
  - Faculty Leaders, Department Chairs, Area Coordinators
  - School Counselor
  - SRO - if applicable
  - Nurse
  - Parent?
  - Student?

**Resources to be developed:**

01. Required PPE for in-person instruction
02. Physical / Social distancing and Pandemic Hygiene protocols (signs? handouts?)
03. Facilities document that outlines cleaning protocols, necessary supplies and materials, facilities-FAQs, pandemic emergency response plans
04. Screening Protocols for Employees
05. Screening Protocols for Students
06. Pandemic Learning Options - standards and protocols:
  - a. Remote Learning Overview
  - b. Hybrid Learning Overview



- c. In-person Learning Overview
- 07. Information Technology and Support
- 08. Transportation Resources and Protocols
- 09. Food Service Resources and Protocols
- 10. Personnel Resources and Protocols
- 11. Financial Resources and Protocols
- 12. School Governance Resources and Protocols
- 13. Legal and Risk Management
- 14. Communication Protocols

**Questions / topics to grapple with:**

- Logistics for this work...
  - Meeting schedules and expectations for each team?
  - Should each team have a member on the “Central Office” team?
  - Should we have teams to focus on topics like, facilities, busing, technology, instructional plans...or should each team take an integrated approach?
  - How do we ensure communication between all groups?
  - Do we have funds to pay school-year employees for their “Return to School” work this summer?
  - What are we looking at for a time commitment
  - What is the expected “deliverable” for these teams?
    - A flexible and responsive “return to school” plan at each building?
    - Preparedness for multiple scenarios?
    - A greater understanding and acceptance of expectations and standards?
    - An equitable plan that is sensitive to all employees, unique learners, families, and demographics
- General questions
  - Surveying...
    - We need surveys (soon) to gain feedback on remote learning
      - Students
      - Employees
      - Parents
    - We also need to ask these groups if they are comfortable / willing to return to school next year if health, safety, and physical distancing protocols are followed
- Legal and Liability
  - Are schools at-risk if COVID-19 is inadvertently spread in schools?
  - Primex...what is their stance?
  - Legal...can schools be indemnified? Waivers?
- Transportation



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- Will districts be required to transport during this pandemic?
- How do we ensure health and safety on buses?
- Flexible schedules? If we “abbreviate,” flex, or stagger schedules can we get creative in our busing?
- Walk-zone? Expanded? Maintaining physical-distancing while walking to school?
- Routine cleaning/disinfection of buses...training and resources necessary? Daily protocols, expectations, and oversight
- Do we need screening protocols for bus entry? How do we do that and actually get students to school on time?
- PPE on buses? At least masks...(N95 for drivers)?
- Entrance / Screening Protocols
  - Do we have personnel and resources at each building for this?
  - Record keeping applications and protocols?
  - Contact-tracing...how the heck do we even begin to tackle this effectively?
  - If a student doesn't pass screening protocols, what do we do?
- Personnel
  - Employees with underlying health conditions
  - Employees who refuse to come to work due to fear of getting the virus?
  - Screening protocols?
  - Cloth masks (ordered)
  - Mental Health supports
  - What if their own kids are not at school?
  - If we go remote for an extended period of time, do we have to furlough certain groups?
  - Training needs...
  - Flexing schedules...changing “working conditions”...what can we expect and how do we “enforce” standards when we need to?
- Technology
  - Do we have the devices and connectivity (hotspots) we need to be fully remote?
  - Necessary peripherals (document cameras for example)
  - Site / District licenses...Screencastify, Dreambox...others? Zoom for some?
  - Management software?
  - HB 1612 compliance....data-privacy issues
  - Student, staff, and parent training opportunities
  - Device repairs
  - VPNs for employees
- Teaching and Learning
  - What does fully-remote look like?
    - How do we appropriately raise the level of expectations and teaching and learning standards (from our initial pandemic model)?



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- Fixed schedules? Flex / alternating schedules? Abbreviated?  
Synchronous and Asynchronous (for students who cannot engage during “live” classes)
- Specials vs. core content
- Utilizing outdoor spaces
- Gyms, auditoriums, cafeterias....should we be using these spaces as they offer more “room” for classes
- Screen-time concerns
- Assessments and Grading
- Standardized assessments
- What could a hybrid schedule look like?
  - Can parents and teachers do a hybrid schedule?
  - Lots of different options to explore here...
- What does in-person look like?
  - Abbreviated, staggered, flex schedules?
- Should we look at “phases” of all 3 models? Based on the pandemic situation and statistics...we could phase in to in-person, remote, or hybrid as circumstances evolve and change...
- Accounting for our resources...do we have what we “need”?
- Students
  - Mental health supports
  - Specialized services and supports
  - What if they are not able to access parts of their learning? How do we “sensitively” hold them accountable?
  - Do students need remote learning “training”?
  - Staying connected to all students during remote or hybrid learning
  - RTI in remote scenarios
  - College tours and applications...this fall
- Athletics and Co-curriculars
  - What can be “moved” to remote?
    - Plays...can theater get (more) creative and put together a Zoom or filmed performance?
    - Band and Chorus - same questions
    - Clubs...should we “shift” some of the clubs that rely on in-person and “spin up” some clubs that would work “remotely”?
  - Fall sports...maybe winter sports too...
    - Can we safely hold any of these?
    - I can see cross country (perhaps) if they think differently about starting races...



- Team-based sports will be harder to justify considering physical-distancing recommendations
- Budgeting...
  - We're likely in for a tough year in our communities with unemployment and other issues...how can we start planning now for 21-22 budget development?
  - If we see extended remote learning or hybrid instruction, how will that impact spending?
- Facilities
  - PPE
  - Should we invest in physical-distancing signage and graphics?
  - Before and after school organizations?
  - Facilities use?
  - MET and CIP needs
- Parents and daycare / childcare needs
  - Are there community level or state resources for parents and childcare needs?
  - Mental Health supports
  - Training for remote or hybrid learning