



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

K-5 Phase-In Modification Special Board Meeting Thursday, October 29, 2020

Why

To continue to identify effective ways to educate students in kindergarten through the fifth grade throughout the COVID-19 pandemic.

How

Families can elect to have their child attend the half-day hybrid model or continue with the virtual learning model. Families were also provided the option to remain with the current teacher and to follow the assignment of the teacher to the hybrid or the virtual model.

What

The primary grades were selected due to the maturity and developmental levels and the difficulty for some students to sustain virtual learning over an extended period. The fifth grade was selected due to the transition to middle school and to provide them with a solid foundation for their middle school learning experiences. It is critical these students do not have a delay in the development of foundational reading, writing, and math skills.

Medical Advisory Council

The Medical Advisory Council has been vital in helping the District understand how different age groups impact the spread of COVID-19, as well as understanding other student needs impacted by the COVID-19 pandemic. It is important that proper protocols are followed and enforced to have a safe environment for students and staff. The most significant protocols are 6-foot distancing, wearing of masks, and washing hands. Using the hybrid model for the initial phase-in of students will allow for six-foot distancing and cohort groups while in school.

The Medical Advisory Council will continue to monitor the COVID-19 pandemic data and provide guidance to the District. Please note that if there is a significant shift in the data on the Medical Advisory Council Metric it may require the District to delay implementation of the hybrid plan with students remaining with their current virtual learning.

From PolicyLab – Children’s Hospital of Philadelphia (August 19, 2020): *All decision makers should be mindful that as long as there are cases of SARS-CoV-2 in the community, there are no strategies that can eliminate the transmission risk in schools entirely. The goal is to keep transmission as low as possible so as to safely continue school activities.*

Early evidence suggests children may be at lower risk from severe disease: To date, children with most comorbid medical conditions, including asthma and immune suppression, have not presented with COVID-19 in significant numbers, with the exception of obesity.



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There is evidence that symptomatic children of all ages can spread COVID-19. Older teens appear to have transmission risks like those of adults. To date, the role of asymptomatic young children in transmission is less clear.

As children return to school settings, they may contribute more significantly to community viral transmission than observed this past spring. Much of our evidence of reduced transmission rates as well as reduced likelihood of symptomatic infection, especially by younger children, was developed while the activities of most children were severely curtailed due to closures of schools and childcare facilities, as well as local "stay-at-home" orders. The American Academy of Pediatrics reported almost 180,000 new pediatric cases between July 9 and August 6, a 90% increase over the total number of reported cases among youth from all the months preceding; incidence rates and severity of illness will bear close watching as schools reopen, many in areas of high case incidence, for the fall.

In sum, at this time, the evidence suggests that symptomatic children will play a role in spreading the virus and that schools in areas of elevated transmission, even with safety protocols in place, are susceptible to transmission among students and teachers.

Our recommendations reflect accumulating data on pediatric COVID-19 transmission and urge for a sustained and significant reduction in community transmission rates prior to schools reopening for classroom instruction, to 1) reduce the likelihood that outbreaks will originate in schools; and 2) provide a runway for possible success in transition to classroom learning that can be maintained for a meaningful duration of time.

The risks to teachers, staff and caregivers warrant strong safety plans in all school settings.

Safety guidance should extend beyond schools to clear instructions for families to mitigate transmission risk when children are home... This may include reminders for increased hand washing, laundering, and surface disinfection for items traveling between school and home. Additionally, schools should provide clear regulations around early identification of illness and school absence/quarantine procedures for symptomatic children with SARS-CoV-2 infections and their siblings, as well as for children with infected household members.

Selective strategies will be important to accommodate for local area differences and unique educational settings.

District Metric

The metric developed by the Dover Schools Medical Advisory Council indicates the District can continue to move from the virtual model to the hybrid model (**See additional notes below**). To date, pre-school, students with significant special needs, and Bellamy Academy have been successfully phased into the schools. On Tuesday, October 13, the District phased in the Dover Regional CTE students located at



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Dover High School. Included with the Board materials is the metric report for Monday, October 19 and Monday, October 26.

Risk associated with in-person learning includes both the risk of an infected individual in the in-person population and the ability to control transmission if an infected individual is in the in-person population. No single metric related to the spread of COVID-19 can fully depict the risk associated with in-person learning. The best way to assess risk is to consider a variety of metrics at the state and county level, and at the city/town level (when possible). Key information includes the ability of the health care system to provide care for sick individuals, current cases per 100,000 population, new cases per 100,000 population, and the trend in case load and new cases over the prior few weeks, as well as the ability to provide symptomatic and asymptomatic testing, and the time it takes to get a test result back.

Note the following pertaining to the metric:

- There is no clear guidance and no clear markers about the number of cases to allow for the return to school.
- All factors must be balanced with the students not being in school.
- Currently, the United States as a country is trending in the wrong direction.
- New Hampshire, Vermont, Maine, and Massachusetts are better than most areas of the country.
- New Hampshire is experiencing an increased case load. Strafford County is experiencing a slow increase.
- During a four-week period:
 - ✓ New Hampshire: 5 per 100,000 to 6.4 per 100,000
 - ✓ Strafford County: 4.3 per 100,000 to 5.1 per 100,000
 - ✓ The average for the United States is 21 per 100,000
- New Hampshire is at medium risk.
- Moving forward: Potentially no slowdown – levels will slowly increase – unless there is a change in behavior.
- Source for data check:
 - ✓ Covidtracking.com/data#state-nh
 - ✓ Covidactnow.org
- **Reference PolicyLab document page 5 chart.** Dover does and does not fit on the chart – Under threshold but not stable.

Model Selection by Parents/Guardians by School

Garrison School

- Response to date - 99% - 370 of 372
- Hybrid - 24% - # 89
- Virtual – 49.5% - # 183
- Teacher Choice – 25.1% - # 91



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- Transportation – 25.4% - # 94

Horne Street School

- Response to date – 99%- 390 of 393
- Hybrid - 25% - # 100
- Virtual - 52% - # 204
- Teacher Choice - 22% - # 86
- Transportation - 25% (of all- includes both hybrid and TC)- #99 (bus at some point)

Woodman Park School

- Response to date - 99% - 410 of 415
- Hybrid - % - 41% - # 170
- Virtual - % - 46% - # 191
- Teacher Choice - % - 13% - # 54
- Transportation - % - 31% - # 129

Dover Middle School – Fifth Grade

- Response to date - 96% - 278 of 288
- Hybrid – 25% - # 73
- Virtual - 51% - # 146
- Teacher Choice - 18% - # 51
- Transportation - 32% - # 89 (still needs to be exactly calculated.)

Organizational Structure of the Hybrid Model

Students will be assigned to a Cohort A or Cohort B. Cohort A will attend school Monday thru Friday from 8:00 to 10:45 a.m. Cohort B will attend school Monday thru Friday from 12:30 to 3:15 p.m. On the virtual part of a student's day when they are not in the physical buildings, students will be independently engaged in their classroom assignments in reading, writing, and math and/or Freckle, Generation Genius/Mystery Science, Typing Club, and Raz Plus. Related Arts classes will be held synchronously for students at the elementary level and asynchronously at the middle school level.

There are those students that are finding a high degree of success in the virtual environment and those families that feel more secure in the virtual offering. Families had the option to continue with virtual learning if they chose. Teaching assignments may be adjusted and will be based on family selection of the virtual or hybrid model in combination with staff needs.

The primary teaching and learning focus will be on reading, writing and math. In addition, emphasis will also be placed on the students' social and emotional well-being.



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The half-day hybrid was selected for the following factors:

- Most educationally sound of the hybrid models.
- Allows for concentrated and intensive teacher contact time for a small cohort of students.
- Allows for daily in-person interaction between students in their cohort, classmates, and teacher.
- Removes the need to serve meals in school as advised by the Medical Advisory Council.

The significant shortcomings of the two-day full day hybrid model are the lack of support available for students for three days. Teachers do not have the capacity to navigate face-to-face and the virtual environment. This places a burden on teachers that is unsustainable and places the student in the position of remote learning without the additional teacher support and the lack of consistent contact with the teacher. Medical Advisory Council has advised against the serving of lunch in the schools. The model would require lunch being provided in the schools.

Hybrid Model Daily Schedule

This is a sample schedule. Teachers will adjust the schedules based on student needs.

Cohort A/B	
8:00-8:15 am 12:30-12:45 pm	Drop off
8:15-8:35 am 12:45-1:05 pm	Morning meeting (seats)
8:35-9:25 am 1:05-1:55 pm	Instructional Block 1 (math or literacy)
9:25-9:30 am 1:55-2:00 pm	SEL Activity - body break
9:30-10:20am 2:00-2:50 pm	Instructional Block 2 (math or literacy)
10:20 am 2:50 pm	Pack up/Closing meeting/learning reflection
10:30-10:45am 3:00 -3:15 pm	Dismissal
	Lunch/recess at home Transport to school
12:30- 3:15pm 8:00-10:45 am	Independent Work time • Some Intervention Services • Freckle • Generation Genius/Mystery Science



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	• Typing Club • Raz Plus • Reading • Writing • Breaks as needed • projects/assignments Related Arts – live zoom session during Independent Work time 1:45 - 2:15pm 8:05-8:35 am
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Virtual Model Daily Schedule

Kindergarten

8:05 - 8:30	Morning Meeting	<i>Check in and set agenda for the day.</i>
8:30 - 8:45	Literacy	<i>Mini-Lesson in reading or writing.</i>
8:45 - 9:35	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
9:35 - 9:55	Snack	
9:55 - 10:10	Math	<i>Mini-Lesson in math.</i>
10:10 - 11:35	Math Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
11:35 - 12:35	Lunch/Recess	
12:35 - 12:50	Literacy	<i>Mini-Lesson in reading or writing.</i>
12:50 - 1:10	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
1:10 - 1:40	Related Arts	<i>STEM, Art, Music, Library, or PE (Dependent on day of the week).</i>
1:40 - 2:35	Student Flex	<i>Flexible block includes independent work or small group work with teachers or staff.</i>



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First Grade

8:05 - 8:30	Morning Meeting	<i>Check in and set agenda for the day.</i>
8:30 - 8:45	Literacy	<i>Mini-Lesson in reading or writing.</i>
8:45 - 9:35	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
9:35 - 9:55	Snack	
9:55 - 10:10	Math	<i>Mini-Lesson in math.</i>
10:10 - 10:30	Math Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
10:30 - 11:00	Related Arts	<i>STEM, Art, Music, Library, or PE (Dependent on day of the week).</i>
11:00 - 11:35	Math Work Block (con't)	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
11:35 - 12:35	Lunch/Recess	
12:35 - 12:50	Literacy	<i>Mini-Lesson in reading or writing.</i>
12:50 - 1:40	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
1:40 - 2:35	Student Flex	<i>Flexible block includes independent work or small group work with teachers or staff.</i>

Second Grade

8:05 - 8:30	Morning Meeting	<i>Check in and set agenda for the day.</i>
8:45 - 9:00	Literacy	<i>Mini-Lesson in reading or writing.</i>
9:00 - 9:35	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
9:35 - 9:55	Snack	
9:55 - 10:25	Related Arts	<i>STEM, Art, Music, Library, or PE (Dependent on day of the week).</i>
10:30 - 10:45	Math	<i>Mini-Lesson in math.</i>
10:45 - 11:35	Math Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
11:35 - 12:35	Lunch/Recess	
12:50 - 1:05	Literacy	<i>Mini-Lesson in reading or writing.</i>
1:05 - 1:40	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
1:40 - 2:30	Student Flex	<i>Flexible block includes independent work or small group work with teachers or staff.</i>



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Third Grade

8:05 - 8:30	Morning Meeting	<i>Set tone and agenda for the day.</i>
8:45 - 9:00	Math	<i>Mini-Lesson in math.</i>
9:00 - 9:35	Math Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
9:35 - 9:55	Snack	
10:10 - 10:25	Literacy	<i>Mini-Lesson in reading or writing.</i>
10:25 - 11:05	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
11:05 - 11:35	Related Arts	<i>STEM, Art, Music, Library, or PE (Dependent on day of the week).</i>
11:35 - 12:35	Lunch/Recess	
12:35 - 1:10	Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
1:10 - 1:25	Literacy	<i>Mini-Lesson in reading or writing.</i>
1:25 - 2:30	Student Flex	<i>Flexible block includes independent work or small group work with teachers or staff.</i>

Fourth Grade

8:05 - 8:30	Morning Meeting	<i>Check in and set agenda for the day.</i>
8:45 - 9:00	Math	<i>Mini-Lesson in math.</i>
9:00 - 9:35	Math Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
9:35 - 9:55	Snack	
9:55 - 10:30	Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
10:30 - 10:45	Literacy	<i>Mini-Lesson in reading or writing.</i>
10:45 - 11:35	Literacy Work Block	<i>Student time may include direct instruction, small group lessons, or independent work time. Students will not be on their screens the entire time.</i>
11:35 - 12:35	Lunch/Recess	
12:35 - 1:05	Related Arts	<i>STEM, Art, Music, Library, or PE (Dependent on day of the week).</i>
1:10 - 1:25	Literacy	<i>Mini-Lesson in reading or writing.</i>
1:25 - 2:30	Student Flex	<i>Flexible block includes independent work or small group work with teachers or staff.</i>



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Staffing

Having the appropriate levels of staffing for the phase-in model is critical. When virtual learning began, faculty and staff identified their needs related to medical conditions and childcare. It is the expectation of the District for all K-5 faculty and staff to return to the brick-n-mortar.

Limited number of staff have indicated childcare needs that will be working in the hybrid model. The District can offer supervision of the educator's child for the half-day the educator's child is not in the hybrid model. The potential number of students involved is 17.

It will be necessary to have substitutes to continue classes in the hybrid model. The District is developing a plan to have permanent substitute teachers hired for the four schools. The number of substitute teachers still needs to be determined.

The staffing pattern to date:

Garrison School

- Hybrid – 7 teachers – 122 students coming into the school – Largest cohort group is 10.
- Virtual – 15 teachers – 248 students remaining virtual – Largest class size is 19.

Horne Street School

- Hybrid – 12 teachers – 133 students coming into the school – Largest cohort group is 10.
- Virtual – 14 teachers – 262 students remaining virtual – Largest class size is 22.

Woodman Park School

- Hybrid – 14 teachers – 203 students coming into the school – Largest cohort group is 9.
- Virtual – 10 teachers – 200 students remaining virtual – Largest class size is 24.

Dover Middle School

- Hybrid – 4 teachers – 78 students coming into the school – Largest cohort group is 10.
- Virtual – 8 teachers – 208 students remaining virtual – Largest class size is 26.

Lessons Learned

There are many valuable lessons being learned from the virtual instructional experiences. There have been major shifts in the understanding and application of the online teaching and learning experiences.

As we move forward with this next phase of the re-entry, we want to retain the effective applications learned from this experience and continue them in the brick-n-mortar experience.



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Target Date

The target date for the phase-in of kindergarten through the fifth grade is targeted for Monday, November 9. The following tasks will need to be completed:

- Transportation routes are in the process of being developed for those students requesting transportation for the hybrid model. **In order to accommodate the fifth-grade routing, it will be necessary to combine with the transportation of the CTE students.** This requires action from the Board to temporarily suspend the three-tier bus system. Policy EEAEC reads – *There will be a three-tier bus system. Those students in kindergarten through grade 4 will ride together; students in grades 5 through 8 will ride together; and students in grades 9 through 12 will ride together.* Later in the document, is a chart indicating the ridership of the CTE students. To not to combine the routes is an additional cost of \$300,000.
- Food Service will continue to be provided for all students wishing to participate.
- Parents/Guardians have indicated their selection of the hybrid model, virtual learning model, or to remain with the teacher.
- Staffing of the brick-n-mortar and virtual environments, inclusive of teacher and other staff assignments.
- Continue to work through the request of faculty and staff related to FMLA and ADA.
- Preparation of schools for the housing of students for in-person learning. Essential to maintain six-foot distancing. The split session will allow this to be accommodated.

Other Factors for Parent/Guardian Consideration

- All staff and students will wear masks.
- Six-foot distancing in the classroom and throughout the school will be maintained as much as possible. The plan above reduces the class size by half allowing for the six-foot distancing.
- Families will need to screen their children daily before they are sent to school. If their child is unable to pass the screener, they are to stay home. A copy of the screener will be provided to families. The aim is to provide a digital screener.
- Students arriving to school ill will be sent home. Parents/Guardians must have arrangements in place to pick their student up immediately upon being notified by the school of an illness or symptom.
- Students and staff not passing the screener will be required to follow instructions in the New Hampshire Department of Health and Human Services COVID-19 Toolkit and screening algorithm prior to returning to school. (Toolkit Link – [found here](#)).
- If the teacher is absent, a new adult may be added to the cohort or students may be divided to join other cohorts.
- Students remaining on virtual learning may be assigned a different teacher depending on the staffing required to do the two options.
- On the split schedule, teachers are available only during their assigned cohort time.



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- Students will be assigned to Cohort A or Cohort B by their schools. Efforts are being made within the school to keep siblings on the same schedule.
- Visitors and parents will not be permitted in the schools. Meetings will continue to be held virtually.
- Depending on bus usage by students, 6-foot distancing may not be able to be maintained. Students are required to wear a mask on the bus.
- Families electing to continue with virtual education will need to make a commitment to virtual education until the end of the semester on January 29, 2021.

Themes Identified from Parent/Guardian Emails

The significant themes from the emails received were inclusive of the following: (1) Established teacher and student relationships; (2) Student and family have established routines with the virtual model; (3) Require another shift in parent/guardian work schedule; (4) Families that cannot sustain the virtual model and desire full-time back-in school model; (5) Students requiring additional support face-to-face to be successful; (6) Increase in COVID-19 cases; (7) Holiday travel and the possible disruption to the hybrid model; and (8) two full-day hybrid model.

Oyster River School District Visitation

The Oyster River School District developed and implemented the half-day model of hybrid learning. The difference in the Dover Model and the Oyster River Model is that on Wednesdays no face-to-face classes are scheduled. The time allows for planning and meetings associated with special education.

On October 26, Paula Glynn, Patrick Boodey, and Bill Harbron had the opportunity to meet with the Oyster River Elementary Principals – David Goldsmith and Misty Lowe. The following is a summary of the shared observations from the Oyster River elementary principals:

- Related Arts are an important piece of student learning and shouldn't be marginalized.
- Both models, the virtual and in-person, require a partnership with parents that needs to be embraced by the school and the families.
- The school day consists of a half day of school in the building and a half day of school at home making for a full day of school.
- This model is what was determined to be the most educationally sound model for student learning.
- Science and Social Studies should be fit into the days through content integration, dedication of one day for those contents and/or projects for at home learning.
- ORSD is likely to go to 5 days of instruction instead of the current 4 because of parent request.
- Opening for half day is a relief valve for some families.
- Students are doing well with mask wearing.
- Students are behaving well in school, even those that sometimes struggle.
- Social emotional issues are coming out at home.
- Staff stress was originally high but has significantly decreased.



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- No COVID-19 cases in either school as of now.
- Remote classes bigger in size than in-person classes.
- Substitutes are in constant need. Permanent subs have been hired to help.
- Students go home every day knowing they are valued and loved.
- Focus staff on “letting go” of things. They are still trying to do too much.

CTE Ridership

The following is information needed in relationship to a decision of fifth graders and CTE using the same busses. Not combining the ridership will be an additional cost of \$300,000.

CTC Stops and Students			
	Stops	Avg. Riders	Notes
CTC1 AM	9	3	
CTC1 PM	5	3	
CTC 2 AM	4	2	
CTC 2 PM	4	2	
CTC 3 AM	4	4	
CTC 3 PM	4	4	Has had up to 8 - Portland Ave Cluster Stop
CTC 4 AM	7	1	
CTC 4 PM	2	2	
CTC 5 AM`	9	4	
CTC 5 PM	9	3	
CTC 6 AM	6	2	
CTC 6 PM	4	5	
CTC 7 AM	10	4	
CTC 7 PM	5	2	
CTC 8 AM	3	2	
CTC 8 PM	2	1	
	87	44	
Total Students	111	44	
		40%	



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Factors for Consideration

- **Factor 1** – Feedback that has been received from parents via emails.
- **Factor 2** – Transition for students, parents/guardians, teachers, and support staff.
- **Factor 3** – Feedback received from faculty and staff via emails, letters, and other.
- **Factor 4** – With a start date of November 9, 11 instructional days until the Thanksgiving recess.
- **Factor 5** - Faculty, staff, and families traveling outside of New England for the Thanksgiving recess that will require quarantining upon return to New Hampshire. **Note:** Data will be available at the meeting.
- **Factor 6** – December has 16 instructional days until the December recess.
- **Factor 7** - Faculty, staff, and families traveling outside of New England for the December recess that will require quarantining upon return to New Hampshire.
- **Factor 8** – Determining what the best option is to start the phase-in for kindergarten through the fifth grade.
- **Factor 9** – Implications for future phase-in of students.
- **Factor 10** – There will continue to be lessons learned and circumstances surrounding COVID-19 that will require an ongoing flexible response and adaptation.
- **Factor 11** – Some students continue to struggle educationally in the virtual environment.
- **Factor 12** – In person contact time with students in the hybrid model.
- **Factor 13** – Additional concrete learning experiences for students by manipulating materials.
- **Factor 14** – Students being able to interact with each other and adults.
- **Factor 15** – Authentic academic discourse is difficult virtually.
- **Factor 16** - Need to learn and educate in the new norm resulting from the COVID-19 pandemic.



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Possible Options Moving Forward

- **Option 1** – Continue with the targeted date of November 9 if metric allows.
- **Option 2** – Start after the November and December Breaks. Potential entry points are January 19 or February 1, which is the start of the new semester.
- **Option 3** – Limit the span of grade levels for the initial phase-in; such as kindergarten through second grade or other variations.