

HAMPTON SCHOOL DISTRICT  
SCHOOL STARTUP

1. District Operations and Fiscal Governance
  - A. Student Enrollment
    1. Coordinate outreach to students who are not present on campus but have not indicated that they will be participating in Remote Learning. Communicate with students/parents who are remote learners to coordinate continued and targeted support
  - B. Attendance Policies
    1. A student's attendance in his/her remote/virtual courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.
    2. A student's attendance for on-site instruction will be defined in section 4.7 in the student handbook for Hampton Schools.
  - C. Grading
    1. A student's grade in his/her remote/virtual courses shall be determined by the online attendance and the completion of assignments/assessments.
    2. Students who are on campus will follow traditional grading policy until the need arises to pivot to remote learning
  - D. Streamlined Waivers
  - E. Athletics / Extracurriculars
  - F. Food Services
  - G. Communication Plan
    - a. Communication will occur through the use of social media, phone contacts, district website, school start up committee meetings, staff meetings, Frequently Asked Questions Docs, Newspaper informational articles.
2. Facilities and Transportation
  - A. Signage - District Level
  - B. Screening
  - C. Access Points
  - D. Covid-19 Bus Driver Training
  - E. Hand Sanitizer for Buses
  - F. Building Entry - Sanitizer Available for Building Entry / Classrooms
  - G. Training for Disinfecting Buses

- 3. Academics
  - A. Plan to Support Unfinished Learning
    - a. Back-to-School Playbook - ADE DESE
      - i. K-12 English Language Arts
      - ii. K-8 Mathematics, Algebra I, Algebra II, Geometry
      - iii. 7th-8th Science
      - iv. 8th Social Studies
    - b. Review of 4th Nine Weeks Essential Standards
      - i. 9-11 Science
      - ii. 9-11 Social Studies
      - iii. Electives as appropriate
  - B. Blended Instruction Training
    - a. Lincoln Learning K-12
      - i. Teachers and staff training prior to the beginning of school
      - ii. Student training
        - 1. Onsite students will receive instruction during the first few weeks of instruction.
        - 2. Remote students may attend training sessions provided by the district prior to the beginning of school.
    - b. Virtual Arkansas 9-12
      - i. Training will be provided by Virtual Arkansas.
  - C. Student Academic Assessment
    - a. Pre-Assessments (Screeners)
    - b. Formative Assessments
    - c. Post-Assessments (Summative)
    - d. NWEA will be used to identify current levels of understanding and measure growth from one assessment to another.
    - e. ACT Aspire will be a summative assessment given in the spring.
  - D. Provide Updates to the Ready to Learn Committee
    - a. Verbal and/or written information
  - E. Curriculum Planning
    - a. Planning prior to the beginning of school.
      - i. Unit plans from Back-to-School Playbook
      - ii. Unit plans from previous year
      - iii. Unit plans from Lincoln Learning
    - b. Instructional team meetings (PLCs)
      - i. Regularly scheduled meeting by grade level/subject level
      - ii. Regularly scheduled meeting by vertical teams
  - F. Plans for onboarding students
    - a. Lincoln Learning K-12
      - i. Teachers and staff training prior to the beginning of school
      - ii. Student training

1. Onsite students will receive instruction during the first few weeks of instruction.
  2. Remote students may attend training sessions provided by the district prior to the beginning of school.
- b. Virtual Arkansas 9-12
    - i. Training will be provided by Virtual Arkansas.
- G. Evaluating Students Academic Health using Diagnostics
- a. Diagnostic assessments will be given prior to beginning a new unit or new lesson to determine student learning.
  - b. These assessments may be in the form of a pre-assessment such as screeners.
- H. District Literacy Plan - Level 3 Coordinated Support
4. Human Capital
- A. Develop Staff Re Entry Plan
    - a. Created Living Google Doc for staff to express concerns and respond to those concerns.
    - b. Conducted voluntary staff meetings prior to school to allow for questions from staff.
    - c. Provided Professional Development for Blended and Remote Learning.
    - d. Screening of staff members during Professional Development
  - B. Conduct Staff Survey to determine who intends to return
    - a.
  - C. Develop Plan to replace staff who do not return
  - D. Develop plan for flexibility to assign or reassign existing staff to meet school needs
  - E. Provide Updates to the Ready to Learn Committee and community.
  - F. Identify Professional Development needs.
  - G. Student and Staff arrival and departure plans
  - H. Bus Arrival and Departure plans
  - I. Lunch Schedules
  - J. Back up staffing plans
  - K. Be prepared to to modify plans
5. Student Support
- A. Analyze District Student Support services and determine additional supports needed
    - Parents/Guardians of students requiring special services will be contacted individually prior to school opening to discuss specific concerns/considerations (504, Special Education, and ESOL)
  - B. Identify staffing needs and wellness supports - Interventionist, OT/PT, Speech, Dyslexia
    - Staffing needs have been met but will continue to be assessed

- C. Develop Plan for 504 and IEP conferences
    - All Special Education annual review conferences were held by telephone prior to the end of the 2019-2020 school year
    - Evaluation conferences will be rescheduled beginning the week before school starts at parent's convenience
  - D. Develop plan for telehealth services
    - Speech, Occupational, and Physical Therapies are set up to provide teletherapy via Zoom if needed
  - E. Review School's comprehensive Counseling Plan
    - The comprehensive counseling plan has been reviewed and can be accessed at <https://www.hamptonbulldogs.school/site/Default.aspx?PageID=468>
  - F. Reallocate Resources to meet needs
    - Resources have been allocated to address technology needs
    - Allocations have been used/set aside for PPE and sanitization supplies
  - G. Provide Updates to the Ready to Learn Committee
  - H. Continue to update School Level Plans based on evaluation and recommendations.
6. Stakeholder Communication / Family and Community Engagement
- A. Develop a Communication Plan
  - B. Develop a School Communication Flow Chart
  - C. Provide Resources to Parents - including health and safety updates
  - D. Communicate to Parents best practices regarding trauma
  - E. Communicate Plans for upcoming year including schedules
  - F. When School is open continue to communicate with parents
  - G. Provide consistent communication to the Ready to Learn Committee
  - H. Update written procedures and processes
  - I. Before School is open meet with key stakeholders
  - J. Support Teachers to provide continuous feedback loop
  - K. Send school communications to all relevant stakeholders
  - L. Communicate with families and parents when school is open