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April 1, 2020

Dear Kearsarge Community, Students, Parents, and Guardians,

At the conclusion of last week, the New Hampshire educational community received a guidance letter from almost all of the educational leadership organizations asking districts to consider, among several items, two key issues:

1. *Determine developmentally appropriate instructional/impact time during remote learning*
2. *Move to a 4:1 instructional model Preschool – Grade 12*

1. The issue of developmentally appropriate instructional time / impact time arose as a concern as teachers, specialists, as well as parents worked to adopt new models of remote learning. Without known precedent and with the best intentions, the transition from classroom learning to remote instruction created differing amounts of work time for students based upon the instructional expectations as well as the ability of students to engage with remote learning.

After extended discussion with the district's administration, we believe that Kearsarge has done a remarkable job striking that balance for its students. We thank our teachers for their continuing efforts to provide appropriate amounts of instruction that support the needs of their students. We also recognize and appreciate both the parental feedback regarding the impact of instruction as well as the teachers' efforts to differentiate the workload to adapt to the new demands placed upon students through online learning. Teachers understand that not every student learns at the same pace and that real learning time required to complete the assignments may vary slightly for each student. Given the positive feedback from parents, guardians, students, and teachers, we have determined that we will continue with the current amount of daily instruction developed by each school since the beginning of remote learning.

If as parents/guardians you are encountering any difficulties your students may experiencing related to finding the right balance between learning expectations and your students' ability to manage the workload, please do not hesitate to reach out to teachers or administration for support. To the extent possible and feasible, the district is committed to assist with individual learning issues, technology problems, and social-emotional struggles our students may experience.

2. The 4:1 instructional model was suggested as a means to support staff and students in best meeting their needs in a remote learning environment. A 4:1 model **for students** implies 4 days of instruction with teachers utilizing direct instruction tools and teaching strategies. Those may include remote learning means such as Google Meet, Google Classroom, Zoom, etc. The fifth day will allow for students to complete independent work, utilize extended learning time, or have scheduled 1:1 support with teachers, specialists, or paraeducators. **For teachers**, it results in 4 days of direct instructional time as described above, and a fifth day to support planning / preparation for instruction, consultation with specialists, scheduled 1:1 or small group support to students, or virtual meetings with special education, guidance, and families.

Given the above recommendation, the Kearsarge Leadership Team met and reviewed this new format, opting to shift the district's remote instruction model to the 4:1 model as of next Monday, April 6, 2020. To remain consistent throughout the district, the model will utilize the following schedule:

*Monday: Instruction*

*Tuesday: Instruction*

*Wednesday: Plan / Support / Collaborate Day*

*Thursday: Instruction*

*Friday: Instruction*

**[For James House Preschool Only:** This change does NOT affect James House students. The current four-day schedule with student instruction from Tuesday through Friday remains in place].

Please know that it is our expectation that this shift will help support our district's education professionals as well as our students to meet effectively the challenges created by the current remote learning environment. We hope to improve educational outcomes for students, while at the same time aim to create feasible ways of reducing stress on students, staff, and families alike.

Sincerely,



Winfried Feneberg  
Superintendent of Schools



Michael Bessette  
Assistant Superintendent of Schools