

**Hinsdale School District
School Reopening Steering Committee
Report and Recommendations
to the
Hinsdale School Board
July 22, 2020**

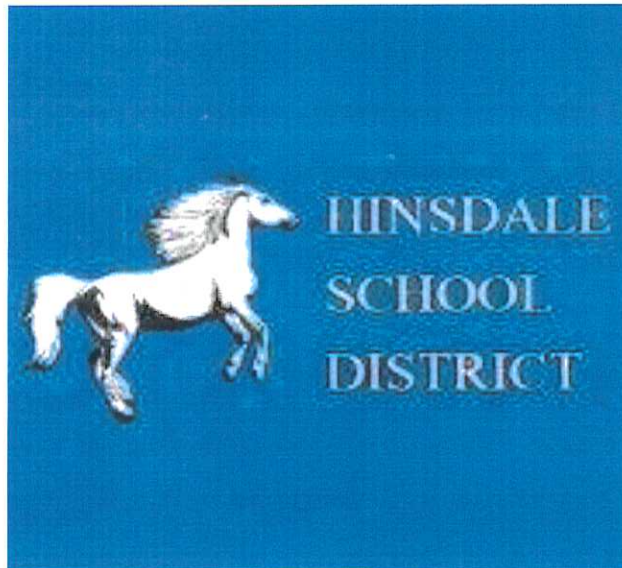
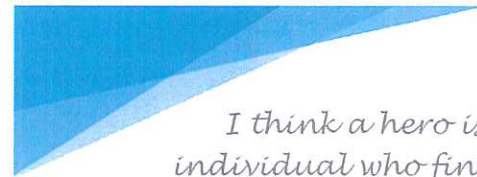


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Introduction

COVID-19 presents novel and unprecedented challenges to our society, forcing all of us to rise to this challenge in new ways. We here in the Hinsdale School District are no exception. The education of our students, making sure they are learning and making progress, and making sure they are safe, has been made vastly more difficult by the presence of this virus. COVID-19 forced the rapid decision to close NH schools in March 2020. Our educators worked tirelessly and their efforts are inspiring.



I think a hero is an ordinary individual who finds strength to persevere and endure in spite of overwhelming obstacles.

Christopher Reeve

We learned much from the experiences this spring, and we all want to resume in-person instruction as soon as it is safely possible; however, much has changed these past few months, and we expect that the situation will continue to evolve. Therefore, we need to be ready to resume educating our students and nimbly respond no matter where we find ourselves. To that end, this document provides three options for continuing to provide our students' education: 1) continue with remote learning; 2.) our schools reopen for in-person instruction, with full access for all, with appropriate safety measures in place (although schools will be open with full access for all with this model, it will not be what we know as "traditional"); and 3.) a hybrid model that includes some in-person and some remote learning. These options were developed with the input and feedback from all our district stakeholders.

We want to emphasize that while these are our best thoughts regarding the three options based on the information we have right now; we don't really love any of the options because it is clear that most of us as well as our stakeholders would like to return to school to a traditional model, as we knew schools to be prior to COVID 19. We wish that were possible, but it is not an option right now.

Steering Committee Members

Joe Boggio, Principal of Hinsdale Elementary School
Lindsey Blake, Parent Representative
Nichole Buckley, PreSchool Special Educator
Sarah Burgess, Hinsdale Middle School Special Educator
Debbie Child-Trabucco, Technology Director
Elyse Cote, Hinsdale Elementary School Nurse
Karen Craig, former Director of Curriculum and Instruction
Julie Fenrich, Director of Special Education
Donna Foster, Grade 5 Teacher, Hinsdale Elementary School
Ann Freitag, Principal of Hinsdale Middle/High School
Jodie Holmquist, Business Teacher, Hinsdale High School
Peter Hughes, Math Teacher, Hinsdale High School
Laura Kelsey, Paraprofessional Representative

Ericka Kilelee, Parent Representative
Shawn Lee, Facilities Director
Catlin McLaughlin, Director of Curriculum, Instruction and Assessment
Maryanne O'Malley, HASP Director
Victoria Robel, Grade 1 Teacher, Hinsdale Elementary School
Sean Robinson, Assistant Principal at Hinsdale Middle/High School
Karen Thompson, Director of Personalized Learning
Patty Wallace, Hinsdale Elementary School Special Education Coordinator
Wayne Woolridge, Superintendent
Jan Zalneraitis, Hinsdale Middle High School Nurse

Our Charge

The Hinsdale School Board charged us to plan for three scenarios for school's reopening this fall:

- Full Access
- Limited Access (hybrid)
- No access – continue Remote Learning

The School Board asked us to Insure transparency, to involve stakeholders, and to solicit everyone's input. They asked that we openly communicate, including outreach and sharing updates regarding our planning and process; and they also asked that our recommendations include parent support/possible training, para training, and teacher training, and that we consider transportation.

The School Board asked that we provide a report/recommendations to them on July 22, 2020.

Our Process/Timeline:

In early May, 2020, Superintendent Woolridge asked Karen Craig to facilitate the School Reopening Steering Committee Team, which she agreed to do. What follows is a timeline and overview of our work:

<p>May</p>	<p>Met twice. Reflected on spring remote learning and decided to administer a staff survey RE: technology needs. Discussed the need to get stakeholder input. Planned PLC work for June 8-17 when all teams including both teachers and paras would consider and offer input on the three scenarios (full access, hybrid, remote). Tasked groups to solicit parent input, social-emotional considerations, health considerations, technology considerations, and transportation/meal planning; these task groups were charged with providing input which could be considered during the June 8-17 time frame when PLC teams would meet/plan/offer input.</p>
<p>June</p> <p><i>*State draft guidelines can be found in appendices</i></p>	<ul style="list-style-type: none"> • Met once prior to June 8 to finalize plan for June 8-17. Then met daily at the end of each day (June 6-17) to reflect on the day's work and make any needed tweaks for next day's work. • June 17 - Shared update with School Board • June 19 - Shared update with staff/faculty • June 29 – met to discuss state reopening task force broad draft guidelines* (released that day) and decided to set up smaller group task forces to address each of the recommendations. We agreed that the task groups would meet on Tuesdays and Thursdays for two hours each day, and Mondays and Wednesdays would be whole Steering Committee meeting days (two hour meetings) to hear report outs from each task force, and offer reactions/input.
<p>July</p> <p><i>*Link to NH Guidelines for Reopening Schools found in Appendices</i></p>	<p>June 30-July 16 - task group work or Steering Committee work Mon-Thu each week.</p> <p>Also in July:</p> <ul style="list-style-type: none"> • July 7 - second Parent Survey went out to gather further input from parent • July 8 –written update of our steering committee's work shared with our staff/faculty, with invitation for feedback; thanks and brief update communicated to parents for their input - posted on district website • July 14 – NH governor released Guidelines for Reopening Schools” * based on the state reopening task force work • July 15 – faculty and staff provided update on progress, with invitation for feedback • Second staff/faculty survey sent out • July 20 – Steering Committee came to consensus on our report and recommendations to the School Board for their final decision • July 22 – Steering Committee Report and Recommendations reported to the School Board for their final decision

Our descriptions of three models for each school building (Hinsdale Elementary and Hinsdale Middle/High School): Remote, Hybrid, Full Access

Hinsdale Elementary	REMOTE	HYBRID	FULL ACCESS
	<p>Remote: <i>Schedule</i> -Two-hour blocks – times determined based on grade spans to prevent overlap of instruction in families -Direct instruction online for most using common instructional delivery (Microsoft Office 365 TEAMS) Grades 2-5 laptops, PreK-1 online for those able and packets as needed -Office hours and intervention times (WIN, SPED and related services) -Planning and preparation time -lunch time - Friday will be a half day for students to check in with teacher/class, finish work from the week, guidance/SEL and the specials for the week. Teacher planning and meeting day. <i>Preschool-</i> -AM program T, W, TH -PM program M-TH Half hour learning blocks with half hour office hours and half hour interventions <i>Parent and Student PD</i> Training for students and parents via video and in person if possible</p>	<p>Hybrid: <i>AM/PM Schedule</i> -Instruction would take place in two sessions M-TH – Half day in school, half day at home - One group comes in AM and other group works from home. PM group comes in and AM group then works from home -Friday would be a half day at home for all students to check in with teacher/class, finish work from the week, guidance/SEL and the specials for the week. Teacher planning and meeting day. -At this time, Preschool would follow the same schedule as mentioned in remote model. <i>Parent and Student PD</i> -Training for students and parents via video and in person if possible</p>	<p>Full Access: Using this model, most students at HES will return to the school with a variety of modifications based on appropriate local, state, and national health guidelines. Social distancing requirements will need to be followed so some classrooms may exceed the social/physical distancing requirements – those classrooms will be broken into different cohorts and each cohort will have direct instruction time with their teacher as well as time when they will be supervised by another staff member who will support students as they continue their work from another location in the building. - Students will continue to practice social distancing during an organized and structured recess platform. -Monday- Friday schedule with planning times and lunches for staff and a cleaning schedule for rooms. - Utilize staff in any way possible and look at their requirements to help push in -Lunch served in the classroom</p>

<p>HES Pros/Cons for each plan</p>	<p>Pros for Remote Instruction: It will be more structured than our spring remote learning. Least exposure and safest alternative for students, teachers, and Hinsdale community. No disinfecting needs and saving on PPE costs. Students would have access to meals.</p> <p>Cons for Remote Instruction: Most inconvenient for some parents due to work responsibilities. Connectivity and technology needs create inequities in learning availability. PreK, Kindergarten and Grade 1 will have no laptop technology available to them. No contact with incoming students. Harder to get student attendance and engagement. Having to distribute materials and meals.</p>	<p>Pros for Hybrid Model: Teachers will see all students each day. Students will see teacher in person and some classmates. No need for disinfecting playground equipment after each use. SPED services can take place in Resource Rooms and there will be more areas available for isolation areas for symptomatic students as needed. IEP services will be able to be done at school. Room for the HASP program to operate. Able to send home work daily and packets for Friday work.</p> <p>Cons for Hybrid Model: Short time to sanitize classrooms between sessions as well as fit in lunch for staff. Scheduling for families (daycare, transportation, etc.) No recess time. Specials would have to do take home activities. Behavior issues harder to keep social distancing.</p>	<p>Pros for All In Model: Seeing all the students. Sense of routine for students. Gives parents greatest flexibility for work schedules. Parents' choice on survey (highest percentage). After June teacher workdays, consensus was this model. Transportation has worked out for this model in a better manner as well. SPED services will be able to be given in appropriate locations (resource rooms). Allows for an area for HASP. Modified and socially distant recess.</p> <p>Cons for All In Model: Having to take mask off to eat or drink. No collaborative work or play. No sharing of materials, manipulatives, etc. No sitting on rugs. Behavior issues will be more difficult to be socially distanced.</p>
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<p>HES Final Thoughts/Recommendation</p>	<p>After looking at the state guidelines and revisiting all models, the full-access model was recommended (5-3) with remote being the second choice.</p>
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Hinsdale Middle High School	REMOTE	HYBRID (Modified Full Access)	FULL ACCESS
	<p>Remote: Using this model, students at HMHS will participate in remote instruction based on the appropriate local, state, and national health guidelines. Classes will be provided synchronously (at the same time) on a modified school schedule. Instructors will use Microsoft Office 365 TEAMS as a common instructional delivery tool, providing direct instruction via the TEAMS videoconference functionality, and meet with students individually during scheduled times as appropriate.</p>	<p>Hybrid/Modified Full Access: Using this model, students at HMHS will be invited to return to the school with a variety of modifications based on appropriate local, state, and national health guidelines. Classes will be held in a modified format based on social distancing requirements and support students who continue to require remote instruction, as decided by student families. In self-reporting, between 15% and 20% of the students may not return to the building in the Fall. Classes that exceed social distancing maximums will be broken into two cohorts. These cohorts will alternate days of in-person instruction with days of ancillary instruction supervised by a HMHS staff supervisor elsewhere in the building. Students who are receiving instruction in the ancillary location or remotely will be required to join the TEAM videoconference with the in-person cohort as specified in their schedules and as technology allows. A standard 5-day schedule, to include an advisory period, will be administered to all students regardless of their location. A Personal Learning Plan will be developed for those students receiving any remote instruction.</p>	<p>Full Access: Using this model, students at HMHS will return to the school with basic modifications based on appropriate local, state, and national health guidelines. Classes will remain in a traditional format. Guardians who do not feel that returning to in-person face-to-face would be encouraged to seek independent educational options like VLACS or other online education programs, or a remote learning program would be provided to them by the school.</p>
<p>HMHS Recs RE: the 3 Plans</p>	<p>REMOTE At this time, this model will be appropriate should risks to the health of the students, faculty, and community warrant.</p>	<p>HYBRID At this time, this is the suggested model from the perspective of the reopening committee. It supports students, faculty, and members of the community by allowing for the greatest flexibility and safety.</p>	<p>FULL ACCESS At this time, health guidelines and feedback from stakeholders indicate, and the committee recommends, that this would not be the appropriate reopening procedure.</p>



Other Important Recommendations/Considerations

Communication Task Force Recommendations

More details regarding communications can be found in the Appendices.

We currently have in place a communication plan for emergency situations that we will follow in this COVID situation. One person will be designated to be the spokesperson who will insure the communication plan is carried out. Our communication plan will prioritize both the message and how the message is shared. The plan will use such communication tools as our website, general media, social media, and emergency response phone communication system. The goal will be to keep parents informed as to how the district is implementing reopening plans at the start of school and changes that may be needed once students are back in the building.

Each school will identify a building level coordinator whose role will be to monitor frequently changing guidance, coordinate facility level responses, trouble-shoot problems, and serve as liaison with public health and other state and local partners.

Each building will also utilize the building Special Education Coordinator as the person who will provide all guidance as relates to special education issues.

Physical Health Protocols/Recommendations

More details regarding the physical health protocols/recommendations can be found in the Appendices.

Ensuring the physical, emotional, and psychological safety of all students/staff must be a priority for all reopening plans. That means systematically considering the heightened risks facing students (including those with compromised immune systems, impulse control issues, or other behavioral issues or disabilities who cannot follow public health guidelines) and the staff who support them. In all cases, the focus should be on what is reasonable and appropriate in the school building. *Detailed recommendations found in the Appendices.*

School Environment Preparation/Maintenance

More details regarding the school environment/maintenance can be found in the Appendices.

Maintaining a clean and healthy environment for learning will require a team approach with each staff member contributing to keep their personal spaces clean and the custodial staff maintaining cleanliness and disinfecting the common areas and surfaces. The expectation is that all commonly used areas will be cleaned twice per day by custodial staff.

Social Emotional Wellness(SEL) for All Recommendations:

(More details regarding SEL can be found in the Appendices.)

SEL for Students

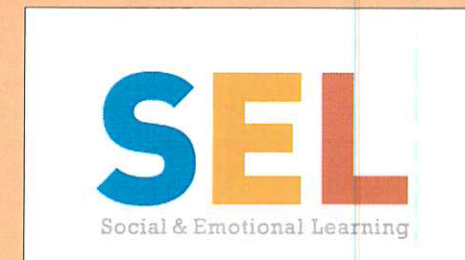
- No graded academics the first week of school to integrate the new school norms along with general school expectations and to begin establishing student social emotional wellbeing.
- Implement an Advisory System K-12 with the understanding that it may look and work differently at each school level.
- Use the Eric Mann SEL Reentry Screening Tool
- Provide time for closure with previous year teacher
- Start the year off with a pep rally and a more upbeat day

SEL for Families

- Communicate clear objectives to families about Advisory “One Point of Contact”
- Communicate with families about child wellbeing
 - If remote: Let families know to communicate with us weekly
- FAQ Local and Internal Resources (PTA & Wellness Committee?)
- Recommend email as best communication based on family survey

SEL for Staff

- SEL training for all staff – to include managing our own social emotional well being
- Express to staff that thoughts and feelings will not negatively impact their job
- Superintendent Woolridge send an all staff message with a follow up from building principals
- Develop COVID-19 FAQ (Lingering Questions) Handout
- Set district goal of being “All inclusive”; One district vs. two separate schools; one staff
- Do more staff “fun” things for staff
- Insure all employees (uninsured) have access to Health Trust
- Paraprofessionals continue working on the PLC teams
- Reciprocating communication with HASP
- All staff and HASP be provided the same PD opportunities





Transportation Policies and Protocols *(More details regarding transportation can be found in the Appendices.)*

The transportation committee met bi-weekly beginning in mid-June and has another meeting scheduled for July 29. Parents will be asked to sign a waiver that they understand health and safety expectations. It has been determined that other than H3, we would be able to transport our students via the bus. Either H1 or H2 will need to make a second run to pick up the students at the largest bus stop for H3. Students will board from front to back, filling the seats in the back first, and take assigned window seats. Students will be expected to wear a cloth face covering on the bus. Disinfecting of buses will be on a schedule yet to be determined. The sports schedules are being worked on to have more weekend games since buses will be in high demand weekdays. The special education transportation needs are driven by student placement and are still being developed. The local minibus can transport up to 8 students.



Plan for School Meal Delivery *(More details regarding meal delivery can be found in the*

Appendices.) All students will be given the choice of a main meal, 2 deli options, or a yogurt. No a la carte purchases will be allowed at this time. Breakfast will have a set menu for each day of the week. Students in both buildings will make lunch choices at the beginning of the day. The Free and Reduced lunch program will be in place with the same deadlines and assurances given every year and the same practices by school district personnel to ensure that all families have the best opportunity to benefit from it. Presently, no Fresh Fruit and Vegetable Program will be offered. Students who are in remote learning will have access to the School Lunch Program either through curbside pick-up or delivery.

At HES breakfast and lunch will be served in the classroom by a para after being delivered by custodial staff and another para. Trash will be removed promptly and surfaces cleaned. Payment for lunch will be made in advance or on the day of purchase through the homeroom teacher.

At HMHS there will be two point of sale locations set up. One in the cafeteria and one on the stage. The reason being is that many high school students pay for their own lunch and need the change back and we don't want to have teachers handling all the cash. Students will place their order during morning advisory and will eat in the classroom, outdoors weather permitting or up to 30 in the cafeteria.

Professional Development (PD) Recommendations

More details regarding PD can be found in the Appendices.

PD recommendations include

- PD for parents on helping students with online
- Staff/faculty training in August and during Back to School Workshop days in the following area;
 - o Advisory Training
 - o Social Emotional Learning Training
 - o Technology Training/Support
 - o Diversity Training
 - o PLC Team Planning Time

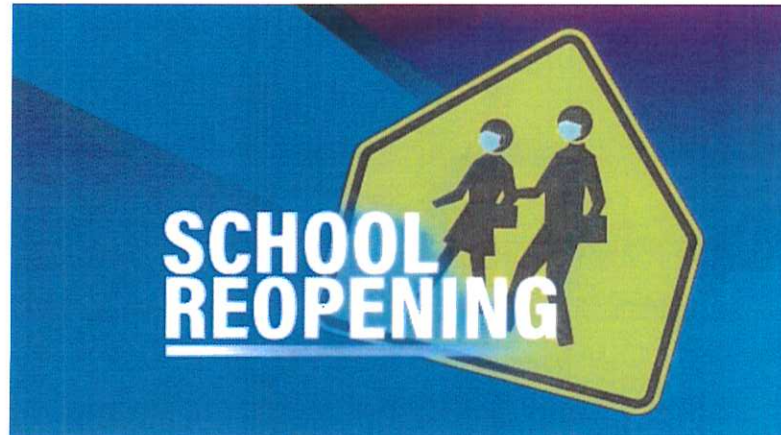


School Reopening Committee's **Recommendations** for Reopening Hinsdale Schools

At this moment in time, and knowing full well that our environment can change at any time, we make the following **recommendations** for opening the Hinsdale School District Schools in the fall of 2020:

- 1. We recommend that Hinsdale Elementary School open using the FULL ACCESS plan outlined above (keeping in mind all considerations).**
- 2. We recommend that Hinsdale Middle High School opening using the HYBRID/MODIFIED FULL ACCESS plan outlined above (keeping in mind all considerations).**

We feel confident that we have a solid REMOTE plan outlined above that could be used should we find ourselves needing to pivot once again to remote learning; and if this change becomes necessary, we believe we will be able to make it nimbly.



Appendices

A. Task Force Final Reports/Details

a. Communication Task Force Recommendations *(final report/details)*:

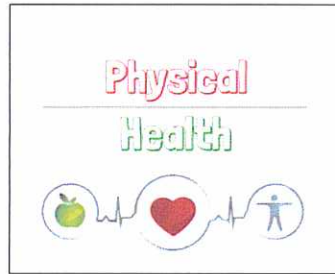
We currently have in place a communication plan for emergency situations that we will follow in this COVID situation. One person will be designated to be the spokesperson who will insure the communication plan is carried out. Our communication plan will prioritize both the message and how the message is shared. The plan will use such communication tools as our website, general media, social media, and emergency response phone communication system. The goal will be to keep parents informed as to how the district is implementing reopening plans at the start of school and changes that may be needed once students are back in the building. Topics to include are:

- Face covering use and expectations
- School operations to ensure frequent cleaning and disinfection
- Hand hygiene recommendations
- Physical distancing recommendations
- Other mitigation and prevention strategies
- Requirements for families about when to keep a student home from school
- Policies to encourage sick staff members to stay home
- A system for self-reporting of symptoms
- How the school will handle any student/staff member identified with symptoms of COVID-19

Each school will identify a building level coordinator whose role will be to monitor frequently changing guidance, coordinate facility level responses, trouble-shoot problems, and serve as liaison with public health and other state and local partners. Each building will also utilize the building Special Education Coordinator as the person who will provide all guidance as relates to special education issues.



Physical Health Protocols/Recommendations Task Force Final Report/Details



Ensuring the physical, emotional, and psychological safety of all students/staff must be a priority for all reopening plans. That means systematically considering the heightened risks facing students (including those with compromised immune systems, impulse control issues, or other behavioral issues or disabilities who cannot follow public health guidelines) and the staff who support them. In all cases, the focus should be on what is reasonable and appropriate in the school building, including the following:

- School practices should account for special education regulatory guidance, CDC public health guidance, and federal/state guidance, as well as school operations.
- It may be necessary to plan for transitioning students between options of remote learning, blended learning, virtual learning, and/or alternating or parallel waves of each.

Recommendations:

1. We recommend Ann Diorio be our source for Nurse Personal Protection Equipment needs.
2. We recommend Ann Diorio, as she is currently our District Public Information Officer and District Wellness Coordinator, be the person to monitor public health guidance and provide updates.
3. We recommend the following screening protocol, based on NH State recommendations:
 - a. For staff and visitors, screening should occur on educational facility grounds just prior to, or upon entry of, the educational facility.
 - b. For students, the parents/guardians should be asked to screen their children for symptoms or risk factors daily before allowing the child to travel to school.
 - c. A checklist of symptoms and risk factor screening questions should be provided to the parents/guardians so they can clearly identify what symptoms and risk factors warrant the student to stay at home.
 - d. COVID-19 symptom and risk factor screening should involve asking if the individual:
 - Has any symptoms of COVID-19 (list/call-out individual symptoms for screening process)?
 - Has had close contact with someone who is suspected or confirmed to have COVID-19 in the prior 14 days?

- Has traveled in the prior 14 days outside of New England (outside of NH, VT, ME, MA, CT, RI)?
- e. Person(s) with any new or unexplained COVID-19 symptoms (even if only mild symptoms), those who report close contact with someone suspected or confirmed with COVID-19, or those reporting travel risk factors should **not** be allowed into the transportation vehicle or facility.
 - f. Symptomatic persons should be instructed to contact their health care provider to be tested for COVID-19 and self-isolate at home.
 - g. Asymptomatic persons reporting close contact with someone suspected or confirmed with COVID-19, or who report traveled-related risk should self-quarantine for 14 days from their last exposure or return from travel.
 - h. Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for discontinuation of isolation.
 - i. Any person that develops symptoms of COVID-19 while at the education facility should be masked if they are over two years of age, removed from close contact with others and be immediately sent home by private transportation.
 - j. The school nurse should record the symptomatic person's temperature and perform a brief assessment of the person's complaints or symptoms. This becomes important for the purposes of a public health investigation if the person is confirmed to have COVID-19).
 - k. If the individual requires immediate medical care, call 911 for an ambulance and inform emergency medical services about the individual's symptoms.
4. We recommend following NH Board of Health/CDC guidelines for social/physical distancing procedures, to include the following:
- a. Classrooms should be arranged to minimize close contact (i.e., maximize physical distance) between students. Chairs/desks should be re-arranged to avoid students sitting in groups.
 - b. Individual chairs/desks should be arranged so that, where possible, students are spaced at least three feet apart with a goal of attempting to get chairs/desks six feet apart—six feet apart is preferred but may not be achievable given classroom size and layout.
 - c. All desks should face the same direction (e.g., toward the front of the class). A recent study and analysis in the journal *The Lancet* found that physical distancing of at least one meter was effective and “associated with a large reduction in infection,” although the authors acknowledged that greater distances could be more effective.
 - d. Students should have assigned seating in all classrooms so they are consistently sitting next to the same person. Switching of seating can periodically occur, but should be minimized.
 - e. Take attendance for each class every day.
 - f. In the event of a public health investigation into a person with confirmed COVID-19 assigned seating and attendance records will aide in identification of students in close contact and potentially lessen the number of students needing to undergo quarantine.

- g. Classroom activities should be conducted to minimize close contact and avoid groups whenever possible. Any small group activities should be conducted so that students are spaced at least three feet apart.
 - h. When students need to move between classes, have staff/teachers monitor the hallways to encourage students to maintain physical distancing.
 - i. Consider developing hallway movement processes and markings to allow streamlined flow/movement of students and minimize congregation in hallways (e.g., consider have one-way hallways if possible, or split hallways for unidirectional flow).
 - j. Staff should try to maintain at least six feet of physical distancing from other staff in their work environment. This should include avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 - k. In-person group meetings should be limited—conduct staff meetings remotely (e.g., via web-based conferences/meetings) whenever possible.
 - l. Staff should also attempt to stay at least six feet from students during educational/instruction time in classrooms as much as possible.
 - m. Non-essential visitors and volunteers should be minimized.
5. We recommend following NH State recommendations regarding reporting and Investigating COVID-19 in schools:
- a. Any person with suspected or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call).
 - b. Public health will conduct a detailed investigation to identify people who may have been in “close contact” with a student or staff member diagnosed with COVID-19 during their infectious period. As part of the public health investigation, investigators seek to identify close contacts starting two days before the person became symptomatic or tested positive for COVID-19 (if asymptomatic).
 - c. “Close contact” for the purposes of the public health investigation in New Hampshire is defined as a person being within six feet of the individual diagnosed with COVID-19 during their infectious period for 10 minutes or longer. Depending on individual circumstances, and on a case-by-case basis, public health may identify other individuals considered at risk for exposure.
 - d. Any person who is identified as a close contact or at risk for exposure to COVID-19 based on the public health investigation will be required to quarantine for 14 days from their last day of exposure. Depending on the specific circumstances, this may involve quarantine of only specific individuals (e.g., those sitting next to a person with COVID-19 in a classroom), but could include whole classes (depending on degree or likelihood of close contact, classroom size, age of students, etc.); this will be assessed on a case-by-case basis by public health.
 - e. NH public health will work with schools to collect the necessary information (through the school’s point-of-contact), interview the person diagnosed with COVID-19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine.
 - f. Public health will also assist with school and student/family communication.

6. We recommend the following protocol for high-risk individuals - students/ faculty/staff:

Based on what we know now, those at higher risk for severe illness from COVID-19 are:

- People 65 years and older
- People of all ages with underlying medical conditions, particularly if not well controlled. This includes:
 - people with chronic lung disease or moderate to severe asthma
 - people who have serious heart conditions
 - people who are immune-compromised
 - people with severe obesity (body mass index [BMI] of 40 or higher)
 - people with diabetes
 - people with chronic kidney disease undergoing dialysis
 - people with liver disease
- Staff members or teachers age 65 or older, or with serious underlying health conditions, would be encouraged to talk to their healthcare provider to assess their risk and to determine if they should avoid in-person contact in which physical distancing cannot be maintained.
- If there are specific health concerns, chronic disease, or complex social or emotional dynamics in the home, the school would coordinate decision-making around a student's care/school attendance with the family, the school nurse, and the family's healthcare provider(s).
- Students who arrive from out-of-state would follow CDC and Health Department guidance around quarantine before entering school. This would include travel out-of-state to any "hot-spot" at any point during the school year.
- Per current CDC guidelines, students/staff would be excluded from in-person school activities, if they:
 - Showed symptoms of COVID-19, such as a cough, shortness of breath, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell. GI Symptoms are also a manifestation in younger children. Current evidence also shows that younger children have mild, if any, symptoms.
 - Had been in close contact with someone with COVID-19 in the last 14 days
 - Had a fever (temperature higher than 100.4°F)

If the above signs and symptoms begin while at school, the student/staff member would be sent home as soon as possible. Sick students would be kept separate from well students, and staff contact limited as much as reasonably possible (while maintaining the safety and supervision of the sick student(s) until they leave).

Per current CDC guidelines, students and staff would be excluded from school until they were no longer considered contagious. Specifically, students/staff with fever greater than 100.4°F and no specific diagnosis would remain at home until they have had no fever for

72 hours without the use of fever-reducing medications

Healthy students/staff with the following symptoms/conditions would not be excluded from in-person school activities:

- Allergy symptoms (with no fever) that cause coughing and *clear runny nose* may stay if they have medically diagnosed allergies and follow medical treatment plans.
- Well-controlled asthma

Anyone diagnosed with COVID-19 would self-isolate according to guidelines set forth by the CDC/ State Health Department.

If a staff member or student has been identified as a close contact to someone who is diagnosed with COVID-19, they would self-quarantine: stay home.

8) We recommend that the Facility Director and the School Nurses coordinate to establish hand washing/sanitizing stations.

9) We recommend that the Facility Director and the School Nurses coordinate concerning drinking fountains. Current guidance is to CLOSE them, and to provide individual water bottles to all students and staff (which can be refilled at the bottle filling station).

10) We recommend mask usage, as follows:

Students:

- Students should wear cloth face coverings in circumstances when physical distancing cannot be maintained. Cloth face coverings/masks should be provided by the student/family, but the school should have disposable face masks to make available if students arrive without a cloth face covering.
- Children under the age of 2 years and anyone who has baseline difficulty breathing should not be required to wear a cloth face covering.
- The effectiveness of masks and other face coverings is impacted by proper handling and use, and young children are more likely to play with the masks, adjust them or remove them without washing their hands before or after touching the masks and their face, which can potentially put themselves and other students at risk.
- Staff would also need to increasingly be in close contact with students to provide assistance with face coverings. Older students are likely able to effectively wear cloth face coverings for more extended periods of time.
- Therefore, use of cloth face coverings likely will differ by age group and grade. However, cloth face coverings should be able to be worn by most students for some periods of time.

Staff/Faculty:

- All educators and staff working with students are required (unless medical conditions prohibit) to wear cloth face coverings over

their nose and mouth when at the educational facility and six feet of physical distancing may be difficult to maintain (including in the classroom), and/or when caring for potentially vulnerable students with underlying health conditions and disabilities.

- This includes when indoors in education areas, but also when outdoors where other adults or students are around, and in shared staff areas (e.g., offices and break rooms).

Other Adults:

- All adults dropping students off shall wear a cloth face covering over their nose and mouth when within the educational facility or public spaces where other individuals are present.
- Given that visitors may not be members of the local community; visitors shall be required to wear cloth face coverings upon entry to educational facility grounds.

Because of increased risk for coming into close contact with other students in an uncontrolled fashion, NH DPHS recommends that cloth face coverings be used when a student is:

- Waiting to enter, or entering, the school building
- Leaving the school building
- Arriving to, or leaving from, a classroom
- Boarding, exiting, or seated on a school bus
- Traveling in hallways, and transiting between classes or to the restroom
- Engaged in classroom or group activities where students may come closer than 3 feet of other students or staff



Preparing and Maintaining School Environment Task Force Final Report/Details

Maintaining a clean and healthy environment for learning will require a team approach with each staff member contributing to keep their personal spaces clean and the custodial staff maintaining cleanliness and disinfecting the common areas and surfaces. The expectation is that all commonly used areas will be cleaned twice per day by custodial staff. Cleaning all common areas can take up to 2 hours when it is done by a single individual. During the day, cleaning will begin at 10 AM with a goal to have it completed by 11:30 but understanding it may take until 12 noon. A checklist for each common area and each classroom will be provided to track cleaning and disinfecting. The common areas include:

FACTOR	FULL ACCESS	HYBRID	REMOTE
Cleaning and Disinfecting:	<p>Areas of Responsibility Custodial Staff:</p> <ul style="list-style-type: none"> • Railings • Interior and exterior door handles • bathroom fixtures • cafeteria • Gym • Trash cans • Hand sanitizers • Hallway switches • Elevator buttons all levels • Lift 2nd floor south • Teachers room surfaces, door knobs, appliance handles <p>Teaching and Support Staff:</p> <ul style="list-style-type: none"> • light switches • desk tops • phones • laptops (exterior surface only) • keyboards • pencil sharpeners • manipulatives: (no shared use where possible?) <p>Quarantine areas:</p> <ul style="list-style-type: none"> • UV light in nurse office's room and conference room at HMHS 	<p>Same as In person with cleaning occurring between the AM and PM cohorts</p>	<p>After a deep cleaning immediately following remote AND removal of student belongings daily cleaning of teacher work stations in use</p>

FACTOR	FULL ACCESS	HYBRID	REMOTE
Air Circulation and Ventilation:	All systems have been upgraded to MERV 11 and preventive maintenance has been completed on all units.		
Water Fountains:	With the exception of the bottle dispensing station in the addition, or HMHS café, all water fountains have been turned off and students will either bring their own re-fillable bottles or be provided disposable water bottles.		
Meal Delivery:	<p>Custodians and support staff will assist with meal delivery and clean up. The primary focus for custodial staff will be:</p> <ul style="list-style-type: none"> • trash removal at the end of a lunch • distribution cart cleaning between use • delivery to rooms 201, 203, and 204 on the south wing of the second floor using the lift. • Support staff will assist with: <ul style="list-style-type: none"> • handing out the lunches to individual students • hand washing/sanitizing prior to lunch and after lunch • trash disposal and surface clean up after lunch. • HMHS breakfast delivery to advisory room, based on pre-order • HMHS lunch pick up at point of sale: cafeteria or stage, to be eaten in pd. 4 classrooms supervised by available staff 		
Physical Distancing:	<ul style="list-style-type: none"> • The maintenance staff will be responsible for maintaining floor markings 6 feet apart • The interior of the buildings approaching the exits. • The exterior of the buildings approaching the entrances. • These markings shall be spaced at the recommended distance of 6 feet. • Travel in hall will be staggered with no lockers in use 		

FACTOR	FULL ACCESS	HYBRID	REMOTE
Classroom Set up and Storage:	<ul style="list-style-type: none"> • To the extent possible maintenance staff will assist individual teachers with designating 6 feet of social distancing markers in each classroom. • The necessary storage for tables and other furniture that cannot be used during social distancing mandates will be stored in a secure, dry location for future use. 		
Other: PPE	<ul style="list-style-type: none"> • Hand sanitizer • disinfecting wipes, and tissues will be available in each classroom in enough quantities to maintain a healthy environment. • Assist with signage posted to mitigate the spread of infection • Disinfection of the “Isolation Room” with required PPE worn after each use. • Masks required on school property, provided as needed 		



Social Emotional Wellness for All, Task Force Final Report/Details

This subcommittee worked on Support Wellness (SEL) for All in three (3) groupings for our School Community, Staff, Students and Families during the reopening phases of school.

Staff Recommendations

- Recommend all staff receive SEL training
- Express to staff that thoughts and feelings will not negatively impact their job
 - Recommend Superintendent Woolridge send an all staff message with a follow up from building principals
 - Start the year off with a pep rally and a more upbeat day – Food Truck
- All employees (uninsured) have access to Health Trust
- Recommend paraprofessionals continue working on the PLC team
- Recommend all new staff have mentors
- PD for Staff on Anxiety/Personal Wellness
- District goal of being “All inclusive”; one district vs. 2 separate schools -one staff
- Do more staff “fun” things for staff
 - Mingle buildings
 - Bring back Ice Cream/Snack Window
- Recommend COVID-19 FAQ (Lingering Questions) Handout
- Recommend liaisons for Advisors

Students Recommendations

- Recommend no graded academics the first week of school to integrate the new school norms along with general school expectations and to begin establishing student social emotional wellbeing.
- Recommend implementing an Advisory System K-12 with the understanding that it may look and work differently at each school level.
 - Students matched to Advisors they do not typically work with
 - Utilize HASP for Advisory
 - In Remote Setting, connect with Student and Family 1x week, and connect with Group 1x week
- Eric Mann SEL Reentry Screening Tool
- Recommend closure with previous year teacher

Families Recommendations

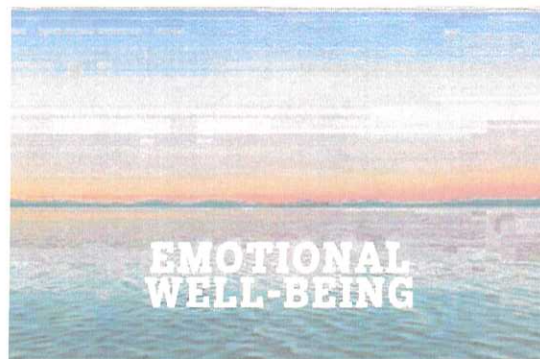
- Communicate clear objectives to families about Advisory “One Point of Contact”
- Communicate with families about child wellbeing
 - If remote: Let families know to communicate with us weekly
- FAQ Local and Internal Resources (PTA & Wellness Committee?)
- Recommend email as best communication based on family survey

All

- Recommend reciprocating communication with HASP
- Recommend all staff and HASP be provided the same PD opportunities
- Recommend Flow Chart of Communications

Other Thoughts

- Morning message from student council (at both schools)
- Paraprofessionals be given their assignments sooner/summer so they can reach out over summer/connect with previous matched Para and ask questions



Task Forces' Final Reports/Details RE: The Three models for Each School Building (HES and HMHS): REMOTE, HYBRID, FULL ACCESS

HES	REMOTE	HYBRID	FULL ACCESS
	<p>Remote Instruction Schedule: - Two-hour blocks – times determined based on grade spans to prevent overlap of instruction in families - Direct instruction online (Grades 2-5 laptops, PreK-1 online for those able and packets as needed) - Office hours and intervention times (WIN, SPED and related services) - Planning time and choice time for students - <i>Preschool:</i> - AM program T, W, TH PM program M-TH - Half hour learning blocks with half hour office hours and half hour interventions <i>Other:</i> - SPED meetings 8 AM when possible - Specials by grade span for a period TBD - Daily attendance taken (protocol in place for</p>	<p>Hybrid Instruction <i>AM/PM Schedule:</i> - Instruction would take place in two sessions M-TH – Half day in school, half day at home - Friday would be a half day at home for all students to check in with teacher/class, finish work from the week, guidance/SEL and the specials for the week. Teacher planning and meeting day. - At this time, Preschool would follow the same schedule as mentioned in remote model. - One group comes in AM and other group works from home. PM group comes in and AM group then works from home. - In school focus on instruction with purposeful work tied to new learning done at home during out of school session and on Friday mornings. Laptops being available for out of school sessions to be determined by grade levels. If sent home, sleeves would be used for transport. - Intervention time will be built into AM and PM sessions. Some related</p>	<p>Full Access <i>-Grade Level room placements-</i> Based on social distancing guidelines and class sizes, some grade levels would have to be distributed beyond the standard classroom. In looking at guidelines, the original room distribution will be different allowing for SPED resource rooms to still be available. Below is an outline of locations (updated): - 5th grade would be on 3rd floor - 4th Rooms 215, 216, and 228 -Biggest class total - 3rd south side towards gym -all rooms - 2nd north side by playground -all rooms - 1st grade classrooms and music room - K classrooms and art room - K to 2 Resource Room - Room 130 - 3 to 5 Resource Room – Room 202 - PreK both classrooms - Reading Specialist Room 138 - Special Education Meeting Room – Room 118 - Specials will be dedicated to grade level for x number of weeks (TBD) then rotated: - K/1- PE in cafeteria/ gym - 2/3- Music push in - 4/ 5- Art push in</p>

	<p>absences -see considerations section)</p> <ul style="list-style-type: none"> -Plan for extenuating circumstances when students cannot be present during remote instruction -Friday would be a half day for students to check in with teacher/class, finish work from the week, guidance/SEL and the specials for the week. Teacher planning and meeting day. -Develop clear expectations for students during remote instruction -Training for students and parents via video and in person if possible -Develop a school supply list for necessities at home purchased by families -Students will need to bring extra masks and change of clothes each day. -As needed, small groups of students could be brought safely into the building for services/interventions or for technology needs. 	<p>services may need to pull from other times-flexibility is key.</p> <ul style="list-style-type: none"> -Specials by grade span for a period TBD. <p><i>Meals Distribution:</i></p> <ul style="list-style-type: none"> -Breakfast will be provided in the rooms each morning and lunch will be sent home with the AM students. -PM students will have lunch provided in classroom upon arrival and will be sent home with breakfast for the next day. <p><i>Other:</i></p> <ul style="list-style-type: none"> -Pre-K and Special Education given preference for in the building for direct instruction -Students stay in areas assigned for duration in building. -Develop clear expectations for students during remote instruction -Training for students and parents via video and in person if possible -Consideration given to HASP support for students in need when not in school -Record lessons as necessary for instruction -Daily attendance taken (protocol in place for absences -see considerations section) -Students will need to bring extra masks and change of clothes each day. 	<ul style="list-style-type: none"> - Monday- Friday schedule with planning times and lunches for staff and a cleaning schedule for rooms. - Students stay in areas assigned for duration in building. - Utilize staff in any way possible and look at their requirements to help push in -Breakfast and lunches will be in classroom - Instruction would be as normal - The students will continue to practice social distancing during an organized and structured recess platform. - Conduct daily attendance - Students will need to bring extra masks and change of clothes each day. - For students not able to attend, remote learning would be provided. May utilize staff that is also unable to come in to building. Will be looking at further options for the remote students/teachers.
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<p>HES Pros and Cons for each option</p>	<p>Pros for Remote Instruction: It will be more structured than our spring remote learning. Least exposure and safest alternative for students, teachers, and Hinsdale community. No disinfecting needs and saving on PPE costs. Students would have access to meals.</p> <p>Cons for Remote Instruction: Most inconvenient for some parents due to work responsibilities. Connectivity and technology needs create inequities in learning availability. PreK, Kindergarten and Grade 1 will have no laptop technology available to them. No contact with incoming students. Harder to get student attendance and engagement. Having to distribute materials and meals.</p>	<p>Pros for Hybrid Model: Teachers will see all students each day. Students will see teacher in person and some classmates. No need for disinfecting playground equipment after each use. SPED services can take place in Resource Rooms and there will be more areas available for isolation areas as needed. IEP services will be able to be done at school. Room for the HASP program to operate. Able to send home work daily and packets for Friday work.</p> <p>Cons for Hybrid Model: Short time to sanitize classrooms between sessions as well as fit in lunch for staff. Scheduling for families (daycare, transportation, etc.) No recess time. Specials would have to do take home activities. Behavior issues harder to keep social distancing.</p>	<p>Pros for Full Access Model: Seeing all the students. Sense of routine for students. Gives parents greatest flexibility for work schedules. Parents' choice on survey (highest percentage). After June teacher workdays, consensus was this model. Transportation has worked out for this model in a better manner as well. SPED services will be able to be given in appropriate locations (resource rooms). Allows for area for HASP. Modified and socially distant recess.</p> <p>Cons for All In Model: No breaks during day. Having to take mask off to eat or drink. No collaborative work or play. No sharing of materials, manipulatives, etc. No sitting on rugs. Behavior issues will be more difficult to be socially distanced.</p>
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Other HES Considerations/Recommendations

For Remote/Hybrid

- Elementary school drop box available
- Attendance Protocol
 - Attendance taken each day. If not in school one day, call from office. Day 2- Principal calls. Day 3 SRO brought in. If 1 week no contact, DCYF notified.

For Hybrid/All in Models

- Students will wash hands very frequently, specifically before and after eating
- Students should bring a mask to school and back up masks.
- Students should bring a change of clothes
- Elementary drop box
- There will be staggered arrival and dismissal times.
- Dismissal for walkers/pick-ups will start with lower grades on a staggered schedule. Any older siblings will be dismissed at same time as the younger.
- Bus arrival/departure will be staggered.
- Staff day starts when first bus comes.
- Will use side parking lot for overflow of screenings (only if necessary)
- Question about substitutes and possibility of having a district/building sub on staff.

- **Nurse is working on health protocols for students when in building related to current situation at time.**

Following bullet points have been left in although we recognize that the screening protocol may be shifted to parents at home before bringing them.

- *Drop off/pickups will happen in the front of the school. Drop offs will be screened by staff before coming in and before parent leaves.*
- *Bus drop off in back parking lot (preschool bus on other side of addition so students can enter closer to classroom)*
- *Students on buses will be screened on the bus before getting off in the back of the school. If any issues, all students will remain on bus until parents come pick up.*

In closing:

As a committee we have investigated all options available to us and presented pros and cons for each of the models presented above. After looking at the guidelines and revisiting this model, **the full access model was recommended (5-3)** with remote being the second choice.

HMHS	REMOTE	HYBRID (modified full access)	FULL ACCESS
	<p>Remote: Using this model, students at HMHS would participate in remote instruction based on the appropriate local, state, and national health guidelines. Classes would be provided synchronously (at the same time) on a modified school schedule. Instructors would use Teams as a learning management platform to work with students remotely, providing direct instruction via the Teams videoconference functionality, and meet with students individually during scheduled times as appropriate. Daily course meeting times will be adjusted in response to recommended “screen time” guidelines put out by local, state, and national stakeholders. At this time, this model will be appropriate should</p>	<p>Hybrid: Using this model, students at HMHS would be invited to return to the school with a variety of modifications based on appropriate local, state, and national health guidelines. Classes would be held in a modified format based on social distancing requirements and support students who continue to require remote instruction, as decided by student families. In self-reporting, between 15% and 20% of the students may not return to the building in the Fall. Classes that exceed social distancing maximums will be broken into two cohorts. These cohorts will alternate days of in-person instruction with days of ancillary instruction supervised by a HMHS staff supervisor elsewhere in the building. Ancillary day instruction may include:</p> <ul style="list-style-type: none"> • A “flipped” classroom designed by the primary instructor, and facilitated by the staff supervisor. • Independent work assigned by the primary instructor. • Participate through Office 365’s TEAM videoconference with the in-person cohort. <p>Students who are receiving instruction remotely will be required to join the TEAM</p>	<p>Full Access: Using this model, students at HMHS would return to the school with basic modifications based on appropriate local, state, and national health guidelines. Classes would remain in a traditional format. Guardians who do not feel that returning to in-person face-to-face would be encouraged to seek independent educational options like VLACS or other online education programs. At this time, health guidelines and feedback from stakeholders indicate, and the committee recommends, that this would not be the appropriate reopening procedure.</p>

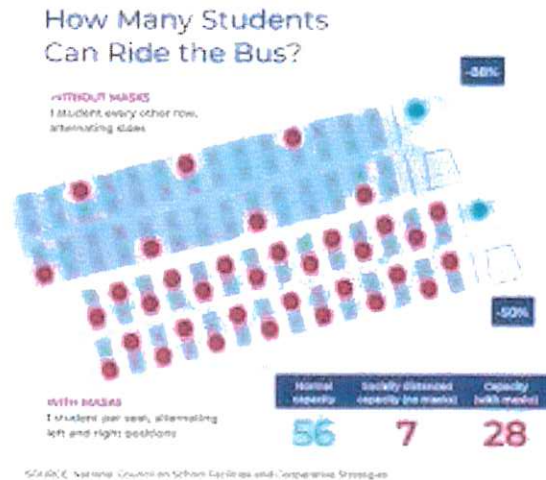
	<p>risks to the health of the students, faculty, and community warrant. This model can also be used as a temporary backup method to the other two models should the need arise. (e.g. Stay at home Orders, positive test cases... depending on protocols, etc.).</p>	<p>videoconference with the in-person cohort as specified in their schedules and as technology allows. A standard 5-day schedule, to include an advisory period, will be administered to all students regardless of their location. Students are either in school full time or remote full time. An additional modification to this delivery method is for those that are working remotely with such resources in conjunction with our program of studies. A Personal Learning Plan will be developed for those students receiving any remote instruction in order to identify expectations around class participation and attendance, which will serve as an accountability tool for student, faculty, and families. The plan will be reviewed and signed quarterly.</p> <p>At this time, this is the suggested model from the perspective of the reopening committee. It supports students, faculty, and members of the community by allowing for the greatest flexibility and safety.</p>	
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Other HMHS Considerations/Recommendations

- Advisory will be held at the beginning of the day and serve as a “home base” for our students, to check in and coordinate the week’s study plan, learn Office 365 technology specifics for hybrid/remote learning, as well as serve as a place to support our student’s Social-Emotional needs and initiate the Multi-Tiered Support System (MTSS) program.
- GAP Assessment: MAP testing will be conducted for students in grade 6 through 10 as soon as possible upon reopening, under the guidance of teachers with the support of the IT department. MAP testing may also be done remotely at home. This information will provide a baseline to drive instruction as we begin the Fall 2020 school year. Individual Development Plan accommodations will be adhered to for all assessments. Special Education will meet with families at the beginning of the year to determine the need for compensatory education.
- PLCs will design a content based pre-assessment for students 11 and 12 and use professional judgment and observation to identify areas of skill gaps which will inform instruction.
- GAP Fill: All teachers will use the findings from GAP assessments to incorporate material into the lessons of their core instruction. Periodic assessments will be administered throughout the year to measure progress. Special Education plans to offer compensatory education after school for one hour, Monday through Thursday for a period of 12 weeks.
- Parents and guardians will be supported in making appropriate decisions for their families in a timely manner (no later than August 14).
- Professional Development training will be provided in a number of areas to stakeholders
 - Instructors will be provided instruction on use of the Office 365 Teams videoconferencing capabilities, and how to use this technology in their classrooms.
 - Paraprofessionals will be provided training to support ancillary instruction days
- Parents will be provided training regarding the use of Office 365 Teams and videoconferencing through in person/teleconference orientation.

- Teachers of record will use best judgment as to which portions of their direct instruction should be recorded to supplement remote learning.
- Advisors will have key roles in not only administering SEL, but establishing rapport with families, maintaining regular communication and assisting in families with various issue as they arise.
- Lunch will be held within the classroom throughout the school with breakfast delivered via carts. A lunch count will be obtained daily during the morning advisory period.
- Situations in which technology is a limiting factor in remote settings will be resolved on a case by case basis once that information is received from family surveys.
- Teachers should expect to cover lunch periods at specified times and locations.
- Students will be encouraged to take their laptops home with them regularly in order to be prepared for remote learning should the need arise.
- Schedule: students will be allowed in the building at 7:30 am.
- Students are expected to arrive at school with fully charged laptops.
- Pending WRCC plans, we will adjust our student schedules.
- Seniors in good standing and Juniors who are in the National Honor Society may access one period of Open Campus both semester one and two.

Transportation Task Force Final Report/Details



Transportation: The bus company analyzed the maximum number of riders for the fall based on current demographic data and the information is shown below:

Bus	H1	H2	H3
HES	31	35	55 (18 at bank)
HMHS	23	42	55 (10 at bank)

The recommendation is that with students sitting in the window seat both H1 and H2 could manage the capacity. One of H1 or H2 would need to make a second run and pick up students at the bank. This stop was chosen because it is in close proximity to the school and has a high number of students.

Students would board the bus and go to the back. Younger students in this situation will be seated in the back. They would exit the bus unloading from front to back.

Drivers will most likely not be wearing a mask while driving, but will be when students board and depart.

If the elementary school goes to half days, the drop off areas would be changed with parents dropping off car riders and the bus unloading in the back parking lot.

Monitors will be going out to bus stops the first week of school to help maintain social distancing.

The bus company suggested possibly vetting several parents for supervision at stops.

Parents will sign a waiver for bus riding and expectations will need to be strictly followed. By signing the waiver they are confirming they understand the rules of the bus.

Disinfecting of buses will take place on a schedule yet TBD. Either first student employees will do the cleaning or a third party vendor.

Sports: Schedules are being adjusted for weekend games. Team roster size is being collected for planning purposes for both middle and high school. If two buses are required for transportation it is unlikely the bus company can provide two.

Special Education bus service:

We don't have an accurate count of preschool and other minibus riders yet. Maximum capacity on that bus is 8 students, one per seat just like on the larger buses.

Student transportation to out of district sites handled by Tucker. Awaiting opening plans from the placements but in contact with Tucker regularly. Two students have trips of an hour or slightly more and working on those plans is fluid also as these schools are developing.

Recommendations:

- Use H1 or H2 to make a second run so all students arrive in a timely fashion.
- Have parents sign a waiver that they understand the expectations.
- Students wear cloth face covering on the bus unless they qualify for one of the exceptions.
- Students will have assigned seats
- Send monitors out to the bus stop periodically.
- Continue to define special education riders as more information becomes available.
- Continue to define sports schedules needs as more information becomes available.
- Negotiate with the Business Administrator for disinfecting the bus.

Meals Task Force Final Report/Details

All students will be given the choice of a main meal, 2 deli options, or a yogurt. No a la carte purchases will be allowed at this time. Breakfast will have a set menu for each day of the week. Students in both buildings will make lunch choices at the beginning of the day. The Free and Reduced lunch program will be in place with the same deadlines and assurances given every year and the same practices by school district personnel to ensure that all families have the best opportunity to benefit from it. Presently, no Fresh Fruit and Vegetable Program will be offered.

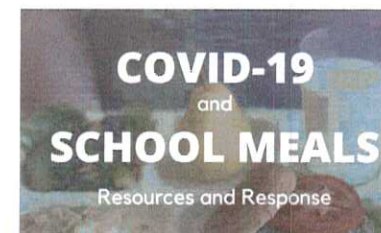
At HES breakfast and lunch will be served in the classroom by a para after being delivered by custodial staff and another para. Trash will be removed promptly and surfaces cleaned. Payment for lunch will be made in advance or on the day of purchase through the homeroom teacher.

At HMHS there will be two point of sale locations set up. One in the cafeteria and one on the stage. The reason being is that many high school students pay for their own lunch and need the change back and we don't want to have teachers handling all the cash. Students will place their order during morning advisory and will eat in the classroom, outdoors weather permitting or up to 30 in the cafeteria.

Remote Students: All students are allowed to have breakfast and lunch even when they are remote. Therefore, either curbside pick up will be made available or lunch will be delivered depending on the parent circumstances.

Recommendations:

- Have meals in the classroom or other areas as deemed appropriate at HMHS
- Pre order in the morning
- Encourage pre-payment whenever possible
- Make plans for hygiene before and after lunch
- Room cleaning and disinfecting - even more critical since face coverings have been off (ensure proper PPE is used)
- prompt removal of daily trash



Professional Development (PD) Task Force Final Report/Details

- Offer Parent PD in August
 - Develop videos or use already created videos
 - Send parents link or invite them to join a remote training/in person training
- Recommend changing all 20-21 PD days move to the beginning of the school year. It is understood this will need to be negotiated between the unions and the Board.
- Offer invitational PD opportunities this summer (Aug) in the following areas (participants paid \$25./hour):
 - Advisory Training
 - SEL Training
 - Tech Training/Support
 - Diversity Training
 - PLC Team Planning Time (up to 6 hours for team planning time)
- Offer required Aug PD to anyone assuming a PLC team role and is new to the position (participants paid \$25./hour)
- Offer invitational Aug PD sessions for PLC role refreshers participants paid \$25./hour)-
- Offer required PD during Back to School workshop days in the following areas: (contracted time for teachers; paras paid for any time beyond contracted time at regular hourly rate):
 - Advisory Training
 - SEL Training
 - Technology Training/Support
 - Diversity Training



Funding source for stipends and related costs for training is ESSER (CARES \$).

B. STRRT (State Task Force for Redesign and Reopening) Draft Recommendations and Sub-Recommendations (as of 6/29/20)

1. Establish District and School Management and Communications Plans

- a. Establish a district leadership team to develop a school management plan for returning to school.
- b. Develop and implement a family and community communication plan.

2. Determine Public Health Protocols

- a. Follow guidance from NH HHS and Governor's office. Consider CDC guidance.
- b. Adopt policies for screening staff, students, and visitors prior to entry, as appropriate for your school or district.
- c. Adopt policies for social distancing and gatherings for instruction and other spaces, as appropriate for your school or district.
- d. Develop a response plan for the identification of a positive case, or suspected positive case.

3. Prepare the Physical School Environment

- a. Determine the district use of personal protective equipment (PPE), including who will use it, training, and procurement.
- b. Promote a culture of good hygiene, handwashing, sneezing into elbow, avoiding elongated periods in close quarters with larger groups of people.
- c. Evaluate school cleaning practices.
- d. Review policies regarding school building use for non-school functions.
- e. Evaluate ventilation systems to mitigate spread.

4. Support Student, Family and Educator Wellness

- a. Plan to support social emotional learning for students.
- b. Consider outreach programs and strategies to reach at-risk students.
- c. Establish mental health resource partners to support students, families, and educators in need.
- d. Coordinate services and supports with community providers—including those that provide mental health services, telehealth services, and meal service to students—both in-person and in a remote setting.

5. Establish Hybrid Capacity

- a. Develop a plan for delivering in-person, hybrid and remote instruction for the 2020-21 school year.
- b. Consider additional policies for remote/hybrid instruction.
- c. Consider the implications of staffing models and staffing needs for the return to school model adopted.
- d. Create a tiered response for potential school building closure and transition to remote instruction for scenarios such as a few days, several weeks, or longer-term transitions
- e. Develop a plan for the use of common areas.
- f. Consider different classroom configurations.

6. Review Transportation Policies and Protocols

- a. Revise transportation plans to emphasize safety.
- b. Plan for possible driver, PPE or transportation equipment shortages – many of our drivers are in a risk category based on age.

7. Plan for School Meal Delivery

- a. Consider adjusted schedules to reduce numbers in cafeteria at any given time.
- b. If school meals are moved to classrooms, have a plan for students with food allergies.
- c. Plan to accommodate meals for those students not attending on-site school.

8. Planning for Instruction

- a. Establish a Student Learning Workgroup focused on instructional priorities for fall 2020. ‘
- b. Establish a baseline for student learning upon their return to school in fall 2020.
- c. Develop student instruction plans responsive to individual student baseline data.
- d. Establish strategies to implement and monitor student instruction plans.

9. Professional Development Considerations

- a. Design and implement professional development on remote learning practices, including the district's Learning Management System and best practices for curriculum design.
- b. Design and implement professional development on trauma-responsive instruction and social-emotional learning.

10. Technology Considerations for Dynamic Learning Environments

- a. Ensure student and staff privacy concerns are addressed and personally identifiable information is secure.
- b. Streamline the number of management systems for students and parents.
- c. Implement remote instruction best practices.



New Hampshire Grades K-12 Back-to-School Guidance

On July 14, 2020, Governor Sununu unveiled the NH DoE’s NH Grades K-12 Back-to-School Guidance which had more details than the previously released recommendations. It can be found at: <https://www.covidguidance.nh.gov/sites/g/files/ehbemt381/files/inline-documents/sonh/k-12-back-to-school.pdf> (Task Force groups reviewed the guidance as a point of reference prior to submitting their final reports to the steering committee).

C.Workplace Reopening Readiness Essentials: Schools Checklist

This Workplace Reopening Readiness Essentials Checklist is designed to assist schools in consideration to help preventing spread of COVID-19 and increase the probability of a successful reopening. All schools need to consider how best to decrease the spread of infection and lower the impact in their workplace. This includes following all local, state or federal guidelines and may include activities in one or more of the following areas:

<i>Prepare your Buildings</i>	<i>Prepare your Employees</i>	<i>Prepare Students & Parents</i>	<i>Review your Access Control</i>	<i>Evaluate Social Distancing</i>	<i>Prepare Hygiene & Sanitation Plan</i>	<i>Plan your Communication</i>
Deep cleaning plans, pre-return inspections, HVAC and mechanical systems	Policies, training, communication, supplies, high-risk concerns	Pre-opening, policies, responsibilities, high risk concerns	Protocols for: safety and health checks, visitor access, reception, access monitoring	Decreased density, schedule management, physical layout, cafeteria and recess	Touchless options, sanitation schedule, common areas, self- service items	Communicate opening plans transparently, collect feedback, regular updates

To assist with your reopening planning, the following checklist has been put together to provide general items to consider. This list is not exhaustive and does not replace district, local, state or federal requirements or guidance. The objective of the checklist is to help provide thought-provoking items to consider as part of your school plan with a focus on:

1. Reducing transmission among employees, students, visitors, and vendors
2. Maintaining a healthy work environment

We hope you find it informative and helpful in mapping your path to successful school reopening.

Disclaimer: This document is intended as a guidance document and is not considered exhaustive or designed to cover all potential district, local, state or federal requirements. All School users retain the responsibility to review district, local, state and federal requirements and apply and augment this information appropriately. Alliant does not accept responsibility for the application of information contained within.

How to Use this Checklist Guide:

Schools are encouraged to review this document and identify those elements that apply to their respective organizations and locations. As a generic document, all information will not apply to all users. We anticipate that some Schools will have unique operations not addressed in this document. We encourage all users to augment what is contained and view the information in the context of your school district COVID-19 reopening plan.

Questions/Considerations		Yes	No	N/A	Action and/or Comments	By Whom	By When
Prepare Your Buildings							
1.	Has adequate water flow in building plumbing been maintained to prevent stagnation issues? If not, has indoor water quality testing been done per EPA safe drinking water test standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2.	Were HVAC systems running and set to prevent mold producing humidity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
3.	Has an inspection of the facility been conducted to include: a. Signs of vagrant occupation or attempts at entry? b. Physical security (doors, fences, roof hatches, etc.) uncompromised? c. Physical security (doors, fences, roof hatches, etc.) uncompromised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
4.	Are there plans to inspect fire and life safety systems to ensure the equipment has not been tampered with, is in service, and functional?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
5.	Is there a plan to complete a deep cleaning (using EPA Approved disinfectants for COVID-19) prior to reopening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
6.	<u>Signage</u> : provide CDC guidelines for hygiene, social distancing, and proper face covering wearing/handling/ disposal at prominently displayed locations throughout facility. Also – include where to go for assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
7.	Are requirements by district, local, state or best practices for preparing facilities being followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Prepare Your Workforce							

8.	Are all employees required to complete all training related to COVID-19 protocols (such as COVID-19 awareness). a. Staying home if ill or fever above 100.4 degrees. b. Social distancing from coworkers and students c. Procedures for when to use, donning/doffing, and disposal of masks and gloves (if required).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
9.	Are updated staff responsibilities identified (such as social distancing management, suspected COVID-19 case actions, touch-point management)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
10.	Are all employees provided with where to find district updates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Prepare Your Students & Parents							
11.	Are you considering holding a remote (ex. Zoom) meeting to review plans, answer questions, and provide locations for resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
12.	Are you reviewing your new staff duties for returning to work such as: a. Taking personal responsibility for their hygiene b. Communication protocols to students and parents questions c. Enforcing hygiene and social distancing protocols d. Coordinating with leadership regarding concerns or challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
13.	Have you identified the primary contact for employee questions, and also for student parent questions/concerns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
14.	Will students have specific requirements in order to attend classes (ex. wearing face coverings)? If so, how will they comply and also obtain assistance (ex. they do not have a face covering)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

15.	Will parents and students be provided with how they can find the latest updates from: a. School District b. Local Govt. c. State Dept. of Education d. Centers for Disease Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
16.	Are parents being provided process (actions, communication) when COVID-19 case is suspected or confirmed at school site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Review Your Access Control							
17.	Is the flow of traffic controlled to reduce potential for drop-off causing student lines to enter school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
18.	Are control points to enter school defined (where possible) and social distancing markings in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
19.	Are all visitors required to check-in at reception? Are signs posted at all entrances requiring visitors to check-in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
20.	Where frequent contact with general public (such as cashier, reception area, etc.) are barriers considered (such as Plexiglas)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
21.	Is temperature screening being considered for employees, students or visitors? (follow all district decisions)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
22.	Will visitors be required to wear face coverings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
23.	Do you have an inventory of face coverings to office visitors, vendors, employees and/or students that do not have means or have available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Evaluate Social Distancing:							
24.	Is there a plan for addressing social distancing (plan may include altering work/schools schedules, staggering arrival/departure times)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

25.	Has facility been reviewed to identify areas of potential for lines, or challenge with social distancing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
26.	Have classrooms, offices and other meeting rooms been evaluated to determine layout/seating assignments to ensure a minimum of 6 feet between students? This may include reducing capacity of space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
27.	Are markings placed in areas where lines will form (ex. restroom, reception, bus, cafeteria, class room entrances) to identify social distancing positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
28.	Are all staff required to be Social Distancing Protocol leaders to ensure compliance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
29.	Are postings prevalent throughout facility indicating social distancing requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
30.	Has facility breakrooms or shared areas been included in social distancing assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
31.	As necessary, are postings provided where foot traffic must travel in one direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	INSERT ADDITIONAL QUESTIONS/CONSIDERATIONS HERE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Prepare Hygiene & Sanitation Plans:							
32.	Is there a plan for enhanced cleaning and disinfecting practices? Does it align with district or CDC Guidance ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
33.	All cleaning and sanitation products used are EPA registered for COVID-19 ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
34.	Is there active management (evaluation, planning, ordering) for increase in supplies (such as disinfecting wipes, hand sanitizer)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
35.	Has a hygiene plan been established: includes use of sanitizing stations, disinfecting wipes, a sanitation schedule: products used, frequency of sanitation and what is to be sanitized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

36.	Does the plan include review of shared tools (ex. staplers, pencils/pens, tape dispensers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
37.	Are hand sanitizer, handwashing stations, or sanitizer wipe dispensers in high traffic, easily accessible areas such as entrances, reception areas, lobbies, near restrooms, and in classrooms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
38.	Are common touch point items identified (ex. door handles, switches, drawers, facet handles, markers, etc.) and plans defined to remove items or avoid or reduce touching? For example – keeping doors open during hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
39.	Are students taught hand washing techniques as part of plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
40.	Are signs posted throughout facility to wash hands (with details of proper washing techniques)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
41.	Is leadership conducting regular review and evaluation of the hygiene and sanitation practices to ensure compliance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
42.	To avoid potential ingestion of toxic chemicals, are hand sanitizer removed from all food and beverage areas (cafeteria, break rooms)? Instead, in those areas, emphasis is on hand washing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Plan Your Communications:							
43.	External: Prior to reopening, is communication provided to students and parents through a public press release or using the schools communication process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
44.	External: Does communication include at a minimum: opening plan, student requirements, actions being taken prior to return, actions planned to reduce exposures during operations, role of parents and resources (such as CDC or Local Govt. information), and contact information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
45.	Internal: Is there a detailed communication that outlines the operational changes, responsibilities, and timelines for employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

46.	Internal: Does communication include: when to stay home, basics of COVID-19 (what, symptoms), requirements while at work (procedures, masks/gloves, distancing), requirements for managing visitors, procedures for suspected COVID-19, where to find detailed operational information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
47.	Is there a plan for responsibilities, procedures, and communication of potential COVID-19 cases? Does plan follow district, local, state requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
48.	Have you engaged your vendors in your social distancing requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
INSERT ADDITIONAL QUESTIONS/CONSIDERATIONS HERE							

Personal Protective Equipment Info:

1. Difference between face covering (alternative mask) and surgical mask: <https://www.health.state.mn.us/diseases/coronavirus/hcp/masks.pdf>
2. Difference between surgical mask and respirator: <https://www.cdc.gov/niosh/npptl/pdfs/UnderstandDifferenceInfographic-508.pdf>

Cleaning and Sanitation Resources:

1. International Sanitary Supply Association (ISSA): www.issa.com
2. Centers for Disease Control & Prevention: Cleaning & Disinfection for Community Facilities: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

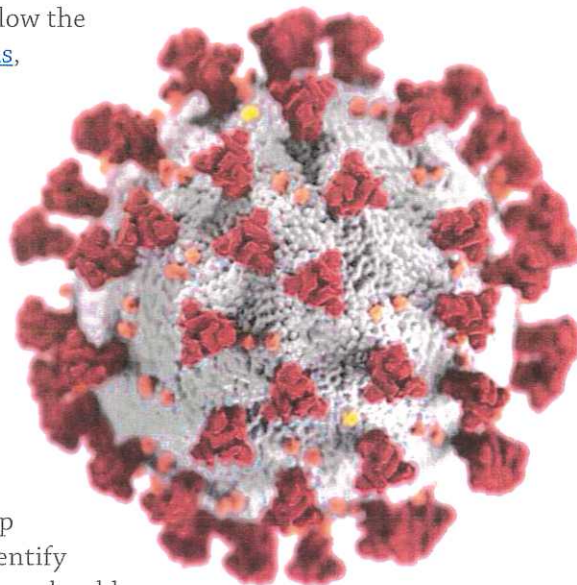
Considerations for K-12 Schools: Readiness and Planning Tool

CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.

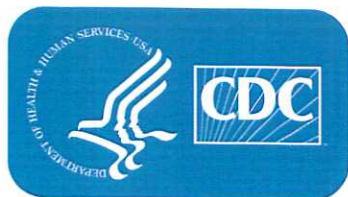


Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

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Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
Point Person(s): _____	Point Person(s): _____	Point Person(s): _____
<ul style="list-style-type: none"> <input type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel. <input type="checkbox"/> Consult local health officials about the school's approach to planning for COVID-19. <input type="checkbox"/> Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person. <input type="checkbox"/> Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness. <input type="checkbox"/> Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness. <input type="checkbox"/> Offer flexible sick leave policies and practices. <input type="checkbox"/> Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts). <input type="checkbox"/> Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff. <input type="checkbox"/> Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff. <input type="checkbox"/> Develop a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain supplies including: <ul style="list-style-type: none"> <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues <input type="checkbox"/> cleaning and disinfection supplies <input type="checkbox"/> cloth face coverings (as feasible) <input type="checkbox"/> no-touch/foot pedal trash cans <input type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____ <input type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following: <ul style="list-style-type: none"> <input type="checkbox"/> buses or other transport vehicles <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____ <input type="checkbox"/> Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. <input type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences. <input type="checkbox"/> Teach the importance of handwashing with soap and water for at least 20 seconds. <input type="checkbox"/> Teach the importance of social distancing and staying with small groups, if applicable. <input type="checkbox"/> Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should not be placed on: <ul style="list-style-type: none"> <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help <input type="checkbox"/> Provide information on proper use, removal, and washing of cloth face coverings. <input type="checkbox"/> Train staff on all safety protocols. <input type="checkbox"/> Conduct training virtually or maintain social distancing during training. <input type="checkbox"/> Other: _____

Considerations for Schools: General Readiness Assessment

(continued from previous page)

Policies and Procedures	Facilities and Supplies
<input type="checkbox"/> Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students).	<input type="checkbox"/> Close communal spaces or develop a plan for staggered use and cleaning and disinfecting .
<input type="checkbox"/> Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.	<input type="checkbox"/> Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants , including storing products securely away from students.
<input type="checkbox"/> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.	<input type="checkbox"/> Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.
<input type="checkbox"/> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.	<input type="checkbox"/> Ensure all water systems and features are safe to use after a prolonged facility shutdown.
<input type="checkbox"/> Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria.	<input type="checkbox"/> Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.
<input type="checkbox"/> Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).	<input type="checkbox"/> Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
<input type="checkbox"/> Develop a plan for if someone gets sick or shows symptoms of COVID-19.	<input type="checkbox"/> Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Space seating at least 6 feet apart and turn desks to face in the same direction.
	<input type="checkbox"/> Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
	<input type="checkbox"/> Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.
	<input type="checkbox"/> Encourage organizations that share the school facilities to follow these considerations.
	<input type="checkbox"/> Other: _____

Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging

Point Person(s): _____

- [Post signs](#) in highly visible locations to [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs. Signage locations include:
 - entrances
 - dining areas
 - restrooms
 - classrooms
 - administrative offices
 - cafeteria
 - auditorium
 - janitorial staff areas
 - other _____
- Develop plans to include messages (e.g., [videos](#)) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:
 - websites
 - email
 - [social media accounts](#)
 - other _____
- Develop plans to broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems or during morning announcements.
- Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.
- Notify all staff and families of who to contact for questions and concerns related to COVID-19.
- Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.
- Other: _____

Gatherings, Visitors, and Events

Point Person(s): _____

- Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held.
- Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained.
- Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially those who are not from the local geographic area (e.g., community, town, city, country.)
- Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.
- If offering sporting activities, develop a plan to follow [considerations](#) that minimize transmission of COVID-19 to players, families, coaches, and communities.
- Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.
- Other: _____

Action Planning—Notes and Next Steps

Point Person(s): _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

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Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
Point Person(s): _____	Point Person(s): _____	Point Person(s): _____
<ul style="list-style-type: none"> <input type="checkbox"/> Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates. <input type="checkbox"/> Ensure a staff person is assigned to respond to COVID-19 concerns. <input type="checkbox"/> Monitor absenteeism of students and staff. <input type="checkbox"/> Ensure roster of trained back-up staff is updated. <input type="checkbox"/> Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations. <input type="checkbox"/> Ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed. <input type="checkbox"/> Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible. <input type="checkbox"/> Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities. <ul style="list-style-type: none"> <input type="checkbox"/> Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan. <input type="checkbox"/> Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers. <input type="checkbox"/> Adhere to and review protocols to limit contact between small groups and with other students' guardians. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor and restock supplies including: <ul style="list-style-type: none"> <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues <input type="checkbox"/> cleaning and disinfection supplies <input type="checkbox"/> cloth face coverings (as feasible) <input type="checkbox"/> no-touch (preferably covered) trash cans <input type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____ <input type="checkbox"/> Monitor adherence to the schedule for increased, routine cleaning and disinfection of: <ul style="list-style-type: none"> <input type="checkbox"/> buses or other transport vehicles <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____ <input type="checkbox"/> Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash. 	<ul style="list-style-type: none"> <input type="checkbox"/> Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. <input type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences. <input type="checkbox"/> Reinforce and monitor handwashing with soap and water for at least 20 seconds. <input type="checkbox"/> Reinforce the importance of social distancing and staying with small groups, if applicable. <input type="checkbox"/> Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds. <input type="checkbox"/> Reinforce the use of cloth face coverings. Cloth face coverings should not be placed on: <ul style="list-style-type: none"> <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help. <input type="checkbox"/> Provide information on proper use, removal, and washing of cloth face coverings. <input type="checkbox"/> Train staff on all safety protocols. <ul style="list-style-type: none"> <input type="checkbox"/> Conduct training virtually or maintain social distancing during training. <input type="checkbox"/> Other: _____

Considerations for Schools: Daily/Weekly Readiness Assessment

(continued from previous page)

Policies and Procedures

- Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible.
- Ensure students eat in separate areas or with their small group.
- Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas.
- Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users.
- Other: _____

Facilities and Supplies

- Monitor [safe and correct use](#) and storage of [cleaners and disinfectants](#), including storing products securely away from students.
- Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
- Ensure ventilation systems operate properly.
- Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
- In transport vehicles, ensure one student per row, skipping rows when possible.
- For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
- Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
- Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.
- Other: _____

Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging

Point Person(s): _____

- Continue to post or update [signs](#) in highly visible locations to [promote everyday protective measures](#) and describe how to [stop the spread](#) of germs. Signage locations include:
 - entrances
 - dining areas
 - restrooms
 - classrooms
 - administrative offices
 - cafeteria
 - auditorium
 - janitorial staff areas
 - other _____
- Continue to provide or update messages (e.g., [videos](#)) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:
 - websites
 - email
 - [social media accounts](#)
 - other _____
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems or during morning announcements.
- Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.
- Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- Promote healthy eating, exercising, getting sleep, and finding time to unwind.
- Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.
- Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.
- Other: _____

Gatherings, Visitors, and Events

Point Person(s): _____

- Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.
- Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country).
- Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.
- Continue to follow [considerations](#) for students and staff participating in sporting activities.
- Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.
- Other: _____

Action Planning—Notes and Next Steps

Point Person(s): _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

Considerations for Schools: Preparing for if Someone Gets Sick

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick	When Someone Gets Sick	After Someone Gets Sick
Point Person(s): _____	Point Person(s): _____	Point Person(s): _____
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. <input type="checkbox"/> Develop systems to: <ul style="list-style-type: none"> <input type="checkbox"/> Have individuals self-report to administrators if they have symptoms of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days. <input type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19. <input type="checkbox"/> Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies. <input type="checkbox"/> Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary. <input type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19. <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19. <input type="checkbox"/> If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are. <input type="checkbox"/> If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19. <input type="checkbox"/> Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable). <input type="checkbox"/> Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation. <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). <input type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure. <input type="checkbox"/> Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop. <input type="checkbox"/> Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children. <input type="checkbox"/> Other: _____
Notes and Next Steps:		

Considerations for Schools: Special Considerations and Resources

Use the following resources to address any additional considerations specific to your school community.

Special Considerations

Point Person(s): _____

Use this space to note any modifications necessary for specific groups within the school community, as well as any other considerations specific to the context of the school community.

Other Resources

Point Person(s): _____

- [Latest COVID-19 Information](#)
- [Cleaning and Disinfection](#)
- [Guidance for Businesses and Employers](#)
- [Guidance for Schools and Childcare Centers](#)
- [Guidance for Park Administrators](#)
- [Shared and Congregate Housing](#)
- [COVID-19 Prevention](#)
- [Handwashing Information](#)
- [Face Coverings](#)
- [Social Distancing](#)
- [COVID-19 Frequently Asked Questions](#)
- [People at Higher Risk](#)
- [People with Disabilities](#)
- [Coping with Stress](#)
- [HIPAA and COVID-19](#)
- [CDC communication resources](#)
- [Community Mitigation](#)

SCHOOL BOARD

- Adopt **emergency board resolutions** as needed (e.g., fund emergency expenditures, adjust policies)
- Consider conducting public meetings via **videoconferencing**
- Make **recordings** of public meetings available
- Post board meeting **schedules, agendas, and resolutions** in advance
- Post board meeting **minutes** in a timely manner
- Determine the need to change any scheduled **board elections**

DISTRICT LEADERSHIP

- Monitor the **latest information**
- Establish **regular communication with relevant agencies** at the federal, state, and local levels
- Confirm **guidelines for reopening**
- Form a **district committee** to plan for and oversee the reopening process, including:
 - Representatives from key functional areas*
 - At least one administrator from each school*
 - Representatives from key stakeholder groups (e.g., staff, families, community members)*
 - A state and/or local public health representative*
 - External partners to provide necessary technical assistance*
- Consider the need for similar **school committees** to oversee reopening at the building level:
 - In the absence of school committees, ensure regular communication with schools regarding reopening plans*
- Set **objectives** and establish a **timeline** for completion
- Define **roles** and allocate **responsibilities**
- Review and revise district and school **emergency plans** based on lessons learned during recent school closures
- Create **contingency plans** for reopening scenarios:
 - Schools open on the scheduled date and remain open*
 - Schools open on the scheduled date, but subsequently close due to renewed concerns about COVID-19*
 - Schools open, but on a delayed date*
- Hold **regular meetings** with:
 - Committee members*
 - Key stakeholder groups (e.g., to assess needs, understand concerns, solicit input, and share information)*
- Issue **regular updates** to the community

COMMUNICATIONS

MESSAGES

- Provide **information and updates** to students, families, staff, vendors, and the community on:
 - Current state of public health*
 - District and school efforts to keep students safe*
 - Preventive measures stakeholders can take*
 - Current effects on district and school operations*
 - Anticipated timeline(s) for district and school reopening*
 - Key changes in district and school policies and practices*
 - Where to find services and supports in the community to meet basic needs*
- Send reminders to **stay at home**, especially if ill
- Share instructions for ways to **prevent spread** (e.g., handwashing, respiratory hygiene, social distancing)
- Respond to **questions and other inquiries**

METHODS

- Include key information and resources on **district and school webpages**
- Translate all communications and provide **translation** services as needed
- Survey stakeholders—especially families and staff—to learn **communication preferences**
- Leverage multiple **communication methods**:
 - Mail*
 - Email*
 - Phone calls*
 - Text messages*
 - Traditional media (e.g., television, radio, newspapers)*
 - Social media (e.g., Facebook, Twitter, Instagram)*

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ACADEMICS

CURRICULUM AND INSTRUCTION

- Review and revise **curriculum maps, instructional calendars, and lesson plans** to reflect the impact of COVID-19-related school closures
- Develop **contingency plans** to address:
 - Additional COVID-19-related school closures*
 - Individual students affected by illness, quarantine and/or family decisions not to resend to school*
- Consult with **labor unions** regarding which content staff will be expected to teach
- Communicate **expectations** for curriculum and instruction to students, families, and staff
- Collaborate with postsecondary institutions regarding delivery of **dual-credit courses**
- Consult with postsecondary institutions and/or local partners regarding delivery of **career and technical education** (e.g., mentoring)
- Explore **extended learning opportunities** (e.g., summer school, after-school programs) to mitigate learning loss, resolve incompletes, and support credit recovery
- Inventory and identify any gaps in the district's **academic interventions**
- Determine the need for further adjustments to curriculum and instruction based on common gaps in student learning identified during **analysis of academic data** collected once schools reopen

- Measure learning loss among **special populations** (e.g., students with disabilities, English learners, migrant and homeless students, foster youth, socioeconomically-disadvantaged students, students directly affected by COVID-19)
- Identify any **other students affected by significant learning loss**
- Provide **targeted interventions**:
 - Reassess student learning periodically to determine the efficacy of existing interventions and the need for additional supports*
 - Use efficacy data and stakeholder feedback to adjust and improve interventions more generally*
- Review and revise **Individualized Education Plans** for students with disabilities to reflect any changes due to COVID-19-related school closures
- Provide students with disabilities with **compensatory services** as needed
- Facilitate teachers' efforts to share **best practices** for mitigating learning loss
- Encourage teachers to **communicate with families** about their child's academic progress
- Help families **support student learning at home** by sharing instructional strategies and resources

GRADING AND ASSESSMENT

- Consult with state and federal education agencies regarding adjustments to:
 - End-of-grade, end-of-course, English language proficiency, and/or other **key assessments***
 - Grading policies and practices***
 - Promotion and retention criteria***
- Confirm the status of **AP, IB, ACT, SAT, and similar assessments**
- Communicate any adjustments to students, families, and staff and provide **updated academic and assessment calendars**
- Determine how to **assess students' learning** when schools reopen
- Conduct **initial evaluations or re-evaluations** of students with disabilities and English learners as required
- Develop plans to **share assessment data with families** and indicate how their child's achievement compares with grade-level expectations

RESOURCES AND SUPPORTS

- Facilitate teachers' efforts to share **effective strategies and resources** for online and offline forms of distance learning
- Survey students, families, and staff** to identify strengths and development areas related to the district's distance learning efforts:
 - Adjust the district's distance learning plan in response to stakeholder feedback*
- Survey staff** about instructional resource and professional learning needs (e.g., differentiating instruction and supporting special populations in the context of distance learning):
 - Identify options to create additional instructional resources internally and/or acquire materials from publishers, vendors, etc.*
 - Offer professional learning opportunities aligned with staff needs*
- Help teachers build **relationships with families** and encourage families to become involved in their child's learning

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ACADEMICS

RISING SENIORS

- Consult with the state education agency to confirm **graduation requirements** for rising seniors
- Determine the **classes/credits needed** for each rising senior to meet graduation requirements
- Prioritize providing rising seniors with the **content needed** to meet graduation requirements
- Offer **extended learning opportunities**
- Explore **alternate methods** for rising seniors to meet graduation requirements (e.g., credit for work completed, scores on competency-based assessments, expanded course equivalency)
- Consider **credit requirement waivers** for rising seniors (e.g., non-core credits, emergency waivers for "on-track" students)
- Survey rising seniors regarding **postsecondary plans**
- Determine which aspects of the **postsecondary transition** rising seniors need assistance with (e.g., taking the SAT/ACT, submitting applications, filing for financial aid)
- Connect with **postsecondary institutions** the district's students commonly attend to discuss potential supports

STUDENT AND STAFF SUPPORTS

PHYSICAL WELL-BEING

- Review and revise **health policies and practices** as needed:
 - Communicate any changes in health policies and practices to students, families, and staff*
- Establish safe procedures for any **basic health screenings** (e.g., hearing, vision) and/or any **required immunizations** conducted by schools
- Provide school health personnel with any necessary **personal protective equipment (PPE)** (e.g., gloves, contact gowns, procedural masks, N95 respirators)
- Update **health records** for students and staff as legally permitted
- Establish partnerships with community providers to supply **additional medical services** as needed
- Encourage students and staff to **stay home** if ill
- Determine if the district will conduct **physical examinations** of persons, including students and staff, entering any school or other district building:
 - If so, establish screening protocols, assign appropriate staff, provide necessary PPE, and consult with public health officials to determine how to handle persons who display or develop COVID-19 symptoms*
 - Also, establish processes for staff involved in screenings to report findings (e.g., to the district and school, to public health officials, etc.) while respecting medical privacy laws*
- Post **signage explaining practices to prevent spread** in all rooms and common areas
- Explain and demonstrate how to **clean and disinfect objects and surfaces**
- Explain and demonstrate **respiratory hygiene**:
 - Avoid touching the eyes, nose, and mouth*
 - Cover the mouth when coughing*
 - Cover the nose when sneezing and safely discard tissues*
- Explain and demonstrate how to **clean hands**:
 - Use soap and water, scrub for 20 seconds, and rinse*
 - Use paper towels to dry hands, turn sink handles, and open doors, then safely discard*
 - Use alcohol-based hand sanitizer*
- Explain and demonstrate how to wear **procedural or other face masks**
- Limit contact among and between students and staff by promoting **social distancing**:
 - Comply with rules regarding group size*
 - Avoid mixing groups of students and/or staff*
 - Arrange appropriate seating in all rooms*
 - Maintain appropriate spacing in open areas (e.g., hallways, stairwells, gyms, playgrounds)*
 - Adjust drop-off and pick-up times; bus schedules; school start and end times; class, lunch, and recess periods*
 - Hold virtual staff meetings*

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STUDENT AND STAFF SUPPORTS

SOCIAL-EMOTIONAL WELL-BEING

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- Emphasize the district's **commitment to support** all students' social-emotional well-being
- Inventory and identify any gaps in the district's **social-emotional and mental health interventions**
- Determine how to **assess** students' social-emotional well-being when schools reopen:
 - Conduct universal screening
 - Further assess students who show signs of mental health concerns, including trauma
- Provide **targeted interventions** as needed:
 - Reassess student social-emotional well-being periodically to determine the efficacy of existing interventions and the need for additional supports
 - Use efficacy data and stakeholder feedback to adjust and improve interventions more generally
- 1 Provide guidance to staff on how to reestablish **safe and secure classroom environments**
- 1 Offer safe spaces for students and staff to **share feelings and experiences** related to COVID-19
- 1 Incorporate **trauma-informed practices and social-emotional learning** into classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness
- 1 Survey staff about **resource and professional learning needs** (e.g., COVID-19, trauma-informed practices):
 - Obtain additional resources as needed
 - Offer professional learning opportunities aligned with staff needs
- 1 Facilitate teachers' efforts to share **effective strategies and resources** for supporting students' social-emotional well-being
- Encourage teachers to **communicate with families** about their child's social-emotional well-being
- Help families **support students at home** by sharing how to:
 - Talk about crises
 - Recognize normal physical, emotional, and behavioral responses to crises
 - Foster resilience and other healthy coping strategies
- Monitor **staff social-emotional well-being**:
 - Create opportunities for staff to engage in self-care
 - Reassess staff wellness periodically to determine the efficacy of existing and the need for additional supports
- Establish a process for responding to a student or staff member in **crisis**
- Dedicate at least one staff member per school (e.g., psychologist, social worker) as a **point person** for mental health concerns
- Create **partnerships with community mental health providers** to offer an expanded range of supports
- Provide students and families with referrals to community organizations able to assist with **basic needs provision** (e.g., housing, meals)
- Combat **bullying/harassment, bias, and discrimination** for any reason, including:
 - Suspected COVID-19 status
 - Race/ethnicity
 - Linguistic or cultural background
 - National origin
 - Gender identity
 - Sexual orientation
 - Religion

OPERATIONS

ACTIVITIES AND EVENTS

- 1 Decide which of the following to **postpone, cancel, hold in person in a modified manner, or hold virtually**:
 - Athletics
 - Extracurricular activities
 - Social activities (e.g., dances, proms)
 - Other activities (e.g., orientations, open houses)
- For in-person events, **consult with public health officials** to determine the necessary safety precautions (e.g., sanitizing equipment, limiting physical contact, restricting spectators, enforcing social distancing, etc.)
- Seek opportunities to add new **virtual extracurricular activities**

OPERATIONS

ATTENDANCE AND ENROLLMENT

- Consider adjusting **student and staff attendance policies** (e.g., excused and unexcused absences):
 - Develop policies for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns*
- Monitor and address **student and staff attendance issues**
- Analyze **current and expected enrollments** at the district, school, grade, and subgroup levels:
 - Estimate the impact of any significant changes on curriculum and instruction, student supports, staffing and other resource needs*
- Consider adjusting intra- and inter-district **enrollment policies** if permitted
- Decide how to handle **applications** to specific schools and/or programs for the 2020-2021 school year
- Provide **communications outlining any changes** in attendance and/or enrollment policies
- Confirm with **federal and state education agencies** any changes in dates or formulas used to calculate enrollment and average daily attendance for funding purposes

CALENDARS AND SCHEDULES

- Consult with the state education agency regarding **flexibility to adjust**:
 - Academic year** (e.g., start and end dates, timing and length of breaks)
 - School schedules** (e.g., drop-off and pick-up times, bus schedules, school start and end times, class, lunch, and recess periods)
- Consider the need to **expand or adjust course offerings** to enable students to resolve incompletes, recover credits, etc. (e.g., how to address courses not offered every term and/or school year)
- Revisit the academic calendar and school schedules as permitted and needed based on changes in state guidelines and public health considerations

FACILITIES

- Inspect facilities to assess need for **repairs or modifications** to prevent spread (e.g., place protective barriers around secretaries, cashiers, and other staff who interact with the general public; replace—or place protective barriers between—sinks in bathrooms, etc.)
- Implement other measures to facilitate **social distancing**:
 - Arrange appropriate seating in classrooms, offices, cafeterias, auditoriums, etc.*
 - Maintain appropriate spacing in hallways, in stairwells, in gyms, on playgrounds, etc.*
 - Adjust drop-off and pick-up times*
 - Have staff escort young students into and out of the building and ask parents to remain in their vehicles or wait outside*
- Post **signage** explaining practices to prevent spread
- Maintain healthy **air quality**
 - Secure necessary supplies of **PPE** (e.g., gloves, contact gowns, procedural masks, N95 respirators)
- Secure **other supplies** to prevent spread (e.g., tissues, waste baskets, paper towels, hand sanitizer, soap)
 - Place at entrances and exits, in offices, in classrooms, in bathrooms, in cafeterias, on buses, etc.*
- Regularly **clean and disinfect**:
 - Determine which surfaces and objects*
 - Set a schedule*
 - Assign responsible staff*
 - Communicate appropriate practices*
 - Provide necessary PPE*
 - Obtain necessary supplies*
 - Deliver training, if necessary*
- Specify the types of **meetings, events, and activities** district and school buildings can accommodate
- Set **entry protocols** for district and school buildings:
 - Limit the number of entrances and exits used*
 - Restrict visitors to a single point of entry*
 - Encourage hand sanitizing on entry*

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OPERATIONS

FINANCE

- Examine **revenues**:
 - Research changes in federal, state, and/or local funding
 - Investigate federal, state, and/or local emergency funds
 - Consider the impact of anticipated enrollment changes
 - Confirm types of activities permitted or required by different funding sources
 - Explore new funding opportunities (e.g., grants)
- Examine **expenditures**:
 - Estimate and document COVID-19-related costs
 - Contact vendors to confirm ability to supply needed items and, if so, timetables for future deliveries
 - Create procedures to prioritize processing of purchase orders for essential supplies
 - Review and **revise district and school budgets** as needed

FOOD

- Determine whether **vendors** meet health and safety requirements at the federal and state levels
- Contact vendors to confirm **ability to supply** needed items and, if so, timetables for future deliveries
- Inspect **stored food products** and discard any expired or unsafe items
- Determine need to adjust **school menus** due to supply issues or health and safety concerns.
- Provide cafeteria staff with any necessary **PPE**
- Inspect cafeterias and kitchens to determine need for **modifications** to facilitate social distancing (e.g., table placement, seating arrangements, protective barriers between work stations, protective barriers for cashiers, additional staff to monitor compliance, etc.)
- Ensure cafeteria staff follow practices and procedures that comply with **public health guidelines** (e.g., food handling, food preparation, cleaning and disinfecting, food and drink dispensers, etc.):
 - Post signage
 - Deliver training, if necessary

HUMAN RESOURCES

- Identify **which district and school staff will not return** for the 2020-2021 school year
- Determine **hiring needs**:
 - For existing positions
 - For new and/or additional positions
- Establish **recruitment and hiring processes**:
 - Develop remote recruitment and hiring practices as needed
- Explore **reassignment** of existing staff
- Explore **reallocation of duties** among existing staff
- Determine which staff qualify as **medically vulnerable** (e.g., due to age, compromised immune system, pregnancy, etc.)
- Develop **contingency plans** in the event of:
 - Additional school closures
 - Staff quarantine, illness, and/or leave
- Determine **which staff will report and which, if any, will work remotely** (e.g., based on role, exposure risk):
 - When schools reopen
 - If additional school closures occur
- Set **expectations** for remote work
- Offer **professional learning opportunities** to staff
- Consult with the state education agency regarding adjustments to **principal and teacher evaluation processes**
- Collaborate with labor unions on issues related to **collective bargaining agreements**

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OPERATIONS

LEGAL

- Confirm with relevant federal, state, and/or local agencies any changes in plans for site visits, reviews, or other processes for **compliance or accountability purposes**
- Ensure **civil rights** dispute resolution activities continue, even if on an altered schedule
- Consult regularly with **labor unions**
- Address potential COVID-19-related **liability issues** pertaining to students, families, staff, and/or vendors
- Ensure the district and schools collect and report data and information in a **FERPA- and HPAA-compliant** manner

TECHNOLOGY

- Survey students, families, and staff** about:
 - Access to and usage of technology at home (e.g., devices, software/apps, internet)*
 - Experiences with online learning during school closures*
 - Additional equipment and/or training needed*
- Close equipment gaps** among students, families, and staff in the event of additional school closures:
 - Alternatively, if the district decides to collect equipment issued during the school closures, create a safe process for return*
- Provide **training on instructional technology** to students, families, and staff
- Provide **training on online instructional strategies** to staff
- Consider creating an **online repository** for any instructional resources the district created and/or acquired to support distance learning
- Issue guidance on how to **clean and disinfect** devices:
 - Maintain supplies in district and school buildings*
- Modify **computer labs** to comply with social distancing
- Collect and analyze **usage, incident, and technical support data**
- Schedule regular **performance tests** and conduct **routine maintenance**
- Set **security guidelines** for online instruction and remote work (e.g., no use of public Wi-Fi, use of VPN)
- Ensure **privacy and security of data and information** pertaining to students, families, and staff
- Require staff who need to use **personal devices** for remote work to deploy antivirus and other security software
- Review and revise district and school **technology policies and plans**

TRANSPORTATION

- Inspect buses to determine need for **repairs or other modifications** to safely transport students
- Provide bus drivers and other transportation staff with any necessary **PPE**
- Consider placing **additional staff members on each bus** to:
 - Screen students for signs of COVID-19 prior to boarding*
 - Monitor compliance with social distancing at bus stops and in transit*
- Implement other measures to **prevent spread**:
 - Adjust bus schedules, stops, boarding and exiting practices, capacity, and seating to comply with social distancing*
 - Outfit buses with tissues, waste baskets, hand sanitizer, and procedural masks*
 - Clean and disinfect buses regularly*
 - Post signage*
 - Deliver training, if necessary*

F. Other Online Resources

- CDC Guidelines and Resources for Schools (May 2020, but new guidelines to be released soon):
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- NHHS School Communities Guidance and Resources
 - <https://www.nh.gov/covid19/resources-guidance/schools.htm>
- Socially (Physically) Distanced School Day Guidance:
 - <https://www.edweek.org/ew/issues/reopening-schools/the-socially-distanced-school-day.html>