

Governor Wentworth Regional School District *and* Middleton School District

Reopening Plan

Task Force Report
August 3, 2020



REOPENING TASK FORCE PLAN

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HEALTH AND SAFETY

Symptoms checklist for staff and students

Following CDC guidelines on current symptoms families and staff should use the following screening tool:

- <https://docs.google.com/document/d/e/2PACX-1vTqmdUG1cSPk1yfYTJJLdA7bsvubWZVcSa5AjWrvlRo9tlgclRfT1qG8eIjgVU6Ou1hOoZZmVuGdPI/pub>
- Staff and families should familiarize themselves with symptoms of COVID-19 including symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/mis-c.html>
- Any student/staff experiencing symptoms, whether witnessed by a staff member or reported by the student/staff, should be sent to the designated screening isolation room for the nurse's assessment and recommended action. These symptoms include: any acute upper respiratory illness, such as runny nose, sore throat, sinus congestion, cough, shortness of breath, or any muscle aches, chills, new loss of taste or smell, unexplained headache or fatigue.
- 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). Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needs to be in close contact with the individual (within six feet), they should have personal protective equipment (PPE) on hand. See NH Division of Public Health Services (DPHS) guidance for the most up-to-date recommendations for healthcare providers.
- 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.
- Symptomatic persons should be instructed to contact their health care provider to be tested for COVID-19 and self-isolate at home. If the individual arrives at an education facility and appears acutely ill and needs to be seen by the Emergency Department, contact the parent or guardian to have the student picked up. Notify the Emergency Department upon arrival when you are outside the facility by phone, and they will come out to retrieve the individual from the vehicle.
- If the individual requires immediate medical care, call 911 for an ambulance and inform emergency medical services about the individual's symptoms.

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- 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. Person(s) with suspected or confirmed COVID-19 must stay out of the education program until symptom-based criteria are met for discontinuation of isolation.
- School Nurses may call NH DPHS at 603-271-4496 for additional guidance.
- 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).

Sources:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

<https://www.covidguidance.nh.gov/sites/g/files/ehbemt381/files/inline-documents/sonh/k-12-back-to-school.pdf>

Screening Process for Staff and Students

The current CDC guidelines recommend screening all students and employees for COVID-19 symptoms and history of exposure. Screening can consist of self-screening, school-based screening, and/or medical inquiries. The type and extent of screening is at the discretion of the district/school.

- **Screening:** The schools will communicate information to parents and employees for COVID-19 symptoms and students and employees will need to be screened before coming to school. Students and employees exhibiting symptoms not otherwise explained are prohibited from coming to school and will be sent home immediately.
- **School-Based Screening:** Many districts/schools do not have enough staff and equipment to screen temperatures as students are entering the building and/or loading buses. The district is currently looking at our options to ensure that everyone is screened before entering school.

The nurse who determines a student has COVID-19 symptoms will accompany the student to an isolation room set up for this purpose and will immediately call the family to pick the child up and follow up with their family physician and walk the student outside to meet his/her parent/guardian. Each school will have a full time nurse while these procedures are in operation.

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Confirmed Cases of COVID-19/Staff or Students

A school may need to implement short-term closure procedures if an infected person has been in a school building.

CDC Recommendations

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

School Closure

- Immediately notify local health officials for guidance.
 - Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- Dismiss students and most staff for a minimum 2- 5 days and a maximum of 14 days.
- During school dismissals there will be no extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Discourage staff, students, and their families from gathering or socializing anywhere.

Communication

- Communicate with staff, parents, and students the decision for closure and possible COVID-19 exposure
- Maintain confidentiality - include messages to counter potential stigma or discrimination
- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

Continue with Plans for Remote Learning

- Implement strategies to continue education and related supports for students

Confirmed exposure to COVID-19

Follow CDC guidance for exposure: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>

Quarantine - Stay Home and Monitor Your Health

Stay home until 14 days after your last exposure.

Check your temperature twice a day and watch for symptoms of COVID-19.

If possible, stay away from people who are at higher risk of getting very sick from COVID-19.

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Stay at home

- At least 10 days since symptoms first appeared and
- At least 24 hours with no fever without fever-reducing medication and
- Symptoms have improved

While at home

- Monitor your symptoms. If you have an emergency warning sign (including trouble breathing), seek emergency medical care immediately
 - Stay in a separate room from other household members, if possible
 - Use a separate bathroom, if possible
 - Avoid contact with other members of the household and pets
 - Don't share personal household items, like cups, towels, and utensils
 - Wear a cloth face covering when around other people, if able
- [Click here for additional information about staying at home.](#)

Return to School After Exclusion

Students and employees will be required to stay home from school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, not otherwise explained. Once a student or employee has been at home due to testing positive for COVID-19 they may return to school if they satisfy the recommendations of the CDC outlined below.

Persons who have **not received a test** proving or disproving the presence of COVID-19 but experience symptoms may return if the following conditions are met:

- No fever for at least 24 hours or one full day (without the use of medicine that reduces symptoms)
- Other symptoms have improved
- At least 10 calendar days have passed since first symptoms appeared and have received a written release from a healthcare provider.

Persons who have experienced symptoms and have **tested positive for COVID-19** may return to school if the following conditions are met:

- No fever for at least 24 hours (without the use of medication that reduces symptoms)

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- Other Symptoms have improved
- At least 10 days have passed since first symptoms appeared and have received a written release by a healthcare provider

Persons who have received a **negative COVID-19 test** may return to school. Asymptomatic persons **reporting close contact** with someone suspected or confirmed with COVID-19, or who report travel-related risks should self-quarantine for 14 days from the last exposure or return from travel.

Behaviors that Reduce the Spread

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices such as handwashing, and environmental cleaning and disinfecting are important behaviors to practice on a regular basis.

Sanitizer Stations

Hand sanitizing stations will be in close proximity to each classroom. Each classroom will have hand sanitizer available.

Washing your hands with soap and water is the best way to get rid of germs in most situations; however, soap and water are not always available. In those cases, an alcohol (60%) based hand sanitizer can be used to help reduce germs.

Rub the hand sanitizer all over the surfaces of your hands and through the fingers until your hands and fingers are dry. This should take about 20 seconds.

Use soap and water if your hands are visibly dirty or greasy; do not use hand sanitizer.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Hand Hygiene and Respiratory Etiquette

Staff and students are encouraged to cover coughs and sneezes with a tissue and wash hands (or sanitize) immediately afterwards. If tissues are unavailable, the appropriate action is to sneeze or cough into your elbow.

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Staff members and students will be trained in proper handwashing and students will be reminded several times a day to wash or sanitize hands. There is a link to a video for you to view on proper handwashing just click:

[Handwashing Link](#)

Handwashing is extremely important. It is one of the best ways to keep all of us from getting sick. Germs can spread from other people and surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands.
- Prepare or eat food or drink with unwashed hands.
- Touch a contaminated surface or object.
- Blow your nose, cough, or sneeze into your hands and then touch objects or other people's hands.

The key times for students and staff to wash their hands while in school are:

- Before, during and after preparing food.
- Before eating food.
- After using the toilet.
- After blowing your nose, coughing or sneezing (use tissues when coughing or sneezing or cough or sneeze into the elbow).
- After you have touched a surface area that has been touched by many individuals, like a door handle, computer keyboard, etc.

Follow the following 5 steps in order to ensure the correct technique for hand washing:

1. Wet your hands with clean, running water (warm or cold), and apply soap.
2. Lather your hands by rubbing them together with soap, back and forth, between the fingers, under the nails (if possible).
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song twice from beginning to end.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a paper towel

Each bathroom through the district will have posters posted reminding students and staff of the proper technique to wash hands. Every other urinal will be designated for use in order to keep proper distancing. Only sinks the appropriate distance apart will be available for use.

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Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Mask Wearing Expectations

[Recent studies](#) show that a significant portion of individuals with COVID-19 lack symptoms (are “asymptomatic”) and that even those who eventually develop symptoms (are “pre-symptomatic”) can transmit the virus to others before showing symptoms.

To reduce the spread of COVID-19, CDC recommends that people wear cloth face coverings in public settings when around people outside of their household, especially when other [social distancing](#) measures are difficult to maintain.

Source:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#recent-studies>

Masks are another layer of protection for all of us against the virus and will be required for staff and students at school throughout the school day and will be expected on school transportation. Meal times and snack times will be a time when students can take the mask off with the proper social distancing in place. In order to be effective the mask must cover the nose and mouth. If the mask is a cloth mask, it should be washed after being used. It should fit snugly but comfortably against the side of the face.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Students will be expected to come to the bus wearing a mask. The schools will have extra masks available; however, students should come to school with one. At all times wearing face coverings or masks will be a requirement for both staff and students. Mask breaks are appropriate during snack times and meals; teachers may also determine when a short mask wearing break is appropriate. The teacher may also determine whether or not a mask break is appropriate outdoors when the students are practicing physical distancing.

Signs will be posted at visible locations (entrances, hallways) reminding students and staff about this safety protocol.

What Constitutes a Mask

- Well secured paper or cloth that covers the mouth and nose
 - Securement is defined as remaining in place on its own by:
 - Wrapping around the face and head or
 - Tying behind the head or

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- Having elastic loops or ties behind the ears
 - Should not have holes
 - No exhalation valves
 - No rips or tears
 - Not made of a material with holes or transparent material
 - Should be able to be removed without touching the face or area of the mask in front of the mouth or nose
 - Each day should be started with a clean mask
- <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Face-Coverings-Guidance.aspx>
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>
<https://www1.nyc.gov/assets/doh/downloads/pdf/imm/covid-19-face-covering-faq.pdf>

Physical Distancing Expectations

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household. The best practice for social or physical distancing, is to stay at least 6 feet from other people who are not from your household in both indoor and outdoor spaces. Social distancing will be practiced in combination with other [everyday preventive actions](#) to reduce the spread of COVID-19, including [wearing cloth face coverings](#), avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

Students and staff will be adhering to the 6-foot physical distancing standard set by the CDC. Students will be seated no closer than 6 feet apart with masks and additional mitigation such as non-porous clear dividers will be implemented as another safety measure.

Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Classroom Distance and Cleaning/Disinfecting

Individuals in the classroom will be 6 feet apart. Students can practice social distancing by staying two arm lengths away from each other. Desks will be turned facing the same direction, rather than facing each other whenever possible. Students sitting at tables will be spaced 6 feet apart. Student and staff groupings are as static as possible by having the same group of children stay with the same staff as much as possible. Students will have assigned seats.

On the playground students should stay at least 6 feet apart; in some schools that may mean staggering the use of playgrounds to accomplish this. Students should use the playground in their cohort group. Classes may be taught

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outdoors when feasible. Inside the classroom students will be required to remain seated as opposed to working in groups close together. Activities that combine cohort groups, for example classes or grade levels, will be limited.

Every attempt will be made to clean and disinfect touched surfaces (door handles, desks, faucets) between uses throughout the day. Touched surfaces will be cleaned at least once daily.

The custodial staff will maintain a clean and sanitized environment for our students. (See physical plant pp 17-23).

Care of Materials

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, consistent cleaning and disinfecting of materials on a regular basis are important. Teachers are discouraged from using materials that cannot be easily washed.

Teachers and staff will limit the number of shared items (art supplies, toys, games, gym equipment) that students use. To minimize the sharing of items, those that can be purchased for individual students will be supplied, crayons and markers for example. Each student will be issued a laptop to use for the school year. If an item is shared soapy water will be used to clean the items between uses.

Student desks/tables and chairs will be wiped down between classes. Items that are difficult to clean between uses will not be used. Each child's belongings will be kept separate from others' in a separate cubby, container or area.

Physical Education and Gym Area

- Outdoor activities will be encouraged to improve physical distancing and increase availability of fresh air.
- Physical distancing will be increased to 10 ft. for activities that increase respiratory effort.
- Locker Room Use
 - Locker room facilities can be used for changing clothes, showering, and toileting.
 - Alcohol-based hand sanitizer will be made available at entrances to locker rooms and changing facilities.
 - Wear a reusable/washable cloth.
 - Face coverings over their nose and mouth when in the facility and not actively engaged in workout.
 - Lockers will be assigned apart with distancing in mind as physical distancing will be an expectation in the locker rooms also.

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- [NH Safer at Home Health and Fitness](#)
- [NH Safer at Home Amateur and Youth Sports](#)

Field Trips and Off-site Activities

All field trips will be suspended at this time. If a class has an off-site outdoor activity related to their curriculum, permission for an exception should be requested through the Superintendent.

Virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, will be implemented whenever possible.

Visitors to the Schools

Visitors to the school will be discouraged and will be required to make an appointment. Meetings will be held virtually whenever possible. Essential service providers, such as vendors, repair service staff, etc., if intending to enter a school, will be required to complete the COVID-19 symptoms checklist and be free of symptoms in order to enter any of the buildings in the District.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Professional Development

Professional development resources will be provided for staff in the areas of infectious disease transmission, COVID-19 symptoms, the staff/student screening processes, proper wearing of masks, and social distancing. Some of this information is provided for parents and teachers in this document.

[Professional Development Slide Show](#)

Playgrounds and Fields

[NH Safer at Home Child Care; Outdoor Play](#)

Increase time outside when possible. Outdoor play will occur in shifts. If multiple groups are outside at the same time they will have a minimum of open space between door and play areas or visit these areas in shifts so that they are not congregating. Always ensure hand hygiene for staff and children immediately after outdoor play.

[NH Safer at Home Child Care; Cleaning and Disinfecting; 13 & 14](#)

Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning:

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- a. Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- b. High touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely.
- c. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
- d. Sidewalks and roads should not be disinfected. Spread of COVID-19 from these surfaces is very low and disinfection is not effective. If groups of children are moving from one area to another in shifts, cleaning measures must be completed prior to the new group entering this area.

Fact Sheets for Families and Teachers

[GWRSD COVID-19 Symptoms/Screening Checklist for Website](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) - Source - CDC

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Wearing a Mask

Source - CDC

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

Handwashing/Hand Sanitizing Poster

Source - CDC

<https://www.cdc.gov/handwashing/fact-sheets.html>

Talking to Children About COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>

What You Should Know About COVID-19 to Protect Yourself and Others

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf>

Teaching Children to Wear Masks

<https://extapps.childrenshospital.org/EFPEC/Home/Sheet/6309>

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Communication Plan

The communication team comprises SAU administrators and school principals. Each school principal also has a crisis team within the school which will be meeting as needed to discuss COVID-19 related issues and topics. We are fortunate to have a districtwide phone messaging system that reaches all families and staff members that is used for emergencies and important messages. Important COVID-19 related information needing to be conveyed on an immediate basis will be communicated through this system. Updates will also be provided to parents and staff by the Superintendent of Schools and the school principals as important information becomes available. Specific classroom related information will be conveyed by the teachers.

The District will provide information to parents and staff members regarding COVID-19 symptoms, the screening process, information regarding when to keep a child home from school, proper handwashing, social distancing, and the proper donning and doffing of masks.

The school nurse will be responsible for documenting, reporting to, and coordinating with public health officials to respond to any suspected or confirmed cases of COVID-19. This information will be conveyed to the school principal and Superintendent of Schools as soon as possible. As stated earlier, families and staff will be notified if a staff member or student is diagnosed with COVID-19, following the proper procedures to protect the privacy of these individuals. In consultation with DHHS, if a staff member or student is diagnosed with COVID-19 the school building will close and will resume remote learning for a period of no less than 5 days and up to 14 days. If the infected person has had contact with staff members or students from other schools, the schools affected will also be closed and resume remote learning during the same period.

The vehicles for communication include SchoolMessenger, the District and school websites, email, Facebook (for schools who have a Facebook page), local television, and video messages.

FOOD SERVICE

All food service staff members will complete all required District professional development prior to the start of the school year, will complete the COVID-19 screening protocol daily prior to coming to work, review hygiene procedures pertaining to the food service, and clean and sanitize all areas before and after use. Work spaces will be six feet apart and employees will wear a mask, shield, and gloves.

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Students at each level will be encouraged to bring their own meals as an extra precaution; however, meals will be provided to all students who choose to have breakfast and lunch provided by the school. Disposable items will be used for packaging student meals. At the elementary school all meals will be served in classrooms so students are with the same cohort group. Middle school staff will make an attempt to keep students in cohort groups for lunch. The meals will be prepackaged and delivered to the classrooms. The choice of meals will be differentiated by bag color. Students will wipe down desks and wash their hands before and after lunch.

Schedules at the high school will be staggered and arrangements made to reduce the number of students in the cafeteria, the gym, and possibly the practice gym at any given time. Cohort groups will be scheduled for the cafeteria whenever possible. Tables will be arranged to ensure social distancing and will be cleaned and disinfected between lunches. There will be symbols on the floor to ensure students remain separated by 6 feet, and there will be one-way routes for exit and entry into the cafeteria. Students will have a choice of meals, which will be bagged prior to being distributed to the students. Students will be asked to wash or sanitize their hands before and after lunch.

If school is in session as a blended model, the students will be provided with breakfast and lunches to take home for the days they are not in school. Should a school close and remote learning begin, the distribution of breakfast and lunches will continue. Kingswood Regional High School and Ossipee Central School will be the distribution sites and the meals will be picked up by families on a weekly or biweekly schedule as has been the practice throughout the spring and summer.

In order to minimize the risk of contamination, water fountains will be closed. Students will be expected to bring their own water bottles to school. Additional bottled water or water stations will be available at school.

PHYSICAL PLANT

GWRSD Disinfecting and Cleaning Procedures

The Governor Wentworth Regional School District follows a comprehensive and aggressive cleaning and disinfecting program. Our custodians and school staff take great pride and care in providing a clean, healthy learning environment for the students in our schools. To achieve this goal during the COVID-19 pandemic the CDC cleaning and sanitizing procedures are in place to ensure we are doing our very best to keep our schools clean and safe for our students and staff.

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Specialized Cleaning

All classrooms, offices, and used spaces

Throughout the school day all classroom teachers, office staff, and staff assigned to specific spaces will be responsible for disinfecting touch surfaces (e.g., desks, door handles, counter tops, or toys). The day custodian will clean and disinfect all other spaces (e.g., cafeteria, lecture halls, restrooms, hallways, lobbies, main entrances and other similar locations). The night custodians will disinfect the classrooms and all other spaces on a nightly basis. Rooms with carpet will have the carpets washed on a weekly and as needed basis. On days when school is not in session all carpets will be washed.

Restrooms

Restrooms will be checked, cleaned and disinfected throughout the school day as well as on a nightly basis. On days when school is not in session a thorough deep cleaning of the bathrooms will be performed. This includes power washing the walls, stall doors and deep scrubbing the floors. Paper towels will be used for drying hands. Blow dryers will be turned off to prevent the spreading of any infected moisture.

Touch Surfaces

All high touch surfaces, such as door knobs, light switches, countertops, handles, desks, phone, and faucets, will be disinfected throughout the school day as well as on a nightly basis.

Water Fountains

Water fountains will remain out of operation until such time as it is deemed safe to turn them on, at which time they will be cleaned and sanitized throughout the school day as well as in the evening. During the time the fountains are not in operation they will be cleaned and sanitized daily. Students will be provided with bottled water.

Heating Ventilation and Cooling

Research has found that air ventilation can serve to dilute the coronavirus. While school is in session the heating, ventilation, and cooling system will be programmed for air exchange throughout the day.

Daily routines

In addition to the procedures listed above the custodians are performing their regular daily and nightly cleaning including snow removal during winter months and other non-cleaning responsibilities.

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Laundry

Employees who handle contaminated laundry are to wear protective gloves and other appropriate personal protective equipment to prevent exposure and utilize other universal precautions during and after handling.

- Contaminated laundry shall be handled as little as possible with a minimum of agitation.
- Do not sort/rinse laundry in location of use.
- Place the laundry in the container/bag where it was used.
- Wet, contaminated laundry, which may soak through, or cause leakage from bag or container, will be placed and transported in bags or containers that prevent soak-through and/or leakage of fluids to the exterior.

Cleaning and disinfecting after reported case of COVID-19

In the event of a reported case of COVID-19 air ventilation will be increased. When possible, outside windows and doors shall be opened, and fans will be used to provide proper air ventilation. Custodial staff will wait 24 hours before entering to clean and disinfect any isolated spaces. If this is not feasible then the staff will wait as long as possible before entering the space. All areas and items used by the person who is sick will be cleaned and disinfected. The custodial staff will keep a cleaning log for these spaces.

Methods of Implementation and Control

Universal Precautions

All employees will utilize Universal Precautions. All blood and other potentially infectious materials (OPIM) will be handled as if contaminated.

Handwashing and other workplace controls

Handwashing is a primary infection control measure which protects both the employee and the student. Appropriate hand washing shall be diligently practiced.

Employees shall wash hands thoroughly using soap and water whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment.

When other skin areas or mucous membranes come in contact with blood or other potentially infectious materials, the skin shall be washed with soap and water. Mucous membranes shall be flushed with water as soon as possible.

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Handwashing facilities with antiseptic soap are present in all restrooms and throughout all of our schools. Instant hand sanitizer is located in various areas of our schools for use when hand washing facilities are not available.

Eating, drinking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of exposure.

Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets or on countertops or benchtops where blood or other potentially infectious materials are present.

Mouth pipetting potentially infectious material is prohibited.

Employees shall use practices to minimize splashing, spraying, spattering, and generation of droplets during procedures involving blood or other potentially infectious materials.

Personal Protective Equipment (PPE)

General Guidelines

Potentially infectious materials of all persons must be considered potentially hazardous. Direct skin contact with all bodily fluids should be avoided.

Employees shall wear personal protective equipment (PPE) when performing procedures in which exposure to the skin, eyes, mouth, or other mucous membranes is anticipated.

The articles to be worn will depend on the expected exposure. Hypoallergenic gloves, gowns, face shields, masks and eye protection are located in the custodial supplies storage room.

If a garment is penetrated by blood or other potentially infectious material, the garment shall be removed as soon as possible and placed in a designated container for laundering or disposal. All personal protective equipment shall be removed before leaving the work areas; it shall be placed in assigned containers for storage, washing, decontamination or disposal.

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Protection for hands

- Gloves shall be worn when it is reasonably anticipated that hands will come into contact with blood or other potentially infectious materials.
- Employees shall inspect gloves for holes, punctures and tears before use.
- All disposable gloves shall be properly disposed of after use. They are not to be reused
- If the gloves protective barrier has become compromised, the glove shall be removed and properly disposed of and new gloves shall be used.
- Utility gloves can be reused if decontaminated, but must be discarded if cracked, discolored, punctured or showing any signs of deterioration.

Protection for Eyes/ Nose/ Mouth

- Masks and social distancing shall be in effect for custodians at all times.
- Employees shall wear masks in combination with eye protection devices (goggles or glasses with solid side shields) or chin-length face shields whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.

Playgrounds

According to the CDC, outdoor areas such as playgrounds and parks require normal cleaning but do not require disinfection. However, high touch surfaces made of plastic or metal, such grab bars and railings, will be cleaned routinely.

Training

In addition to the annual training, our custodial and maintenance will complete training in the following areas: Infectious Disease, COVID-19 Symptoms, Mask Donning and Doffing, and Social Distancing.

Barriers

Plexiglass barriers will be installed in Main offices, Health offices, media centers and other areas as needed. Three sided plexiglass barriers will be placed on each student desk. Multi use, mobile plexiglass devices will also be available for use in various settings.

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Approved cleaning chemicals for disinfecting

Disinfectants:

- Hyperfect and Contact 256
 - Hospital grade broad spectrum disinfectant
 - Effective against human coronavirus
 - Health Rating: 1
 - Dwell Time: 10 minutes
 - Green Seal certified
 - Used in spray bottles, electrostatic sprayers, pump sprayers, buckets and mop buckets

- Pathos II Disinfectant wipes
 - Hospital grade broad spectrum disinfectant
 - Effective against human coronavirus
 - Health Rating: 1
 - Dwell Time: 4 minutes
 - Pre moistened disposable towels

- Other disinfectant wipes, such as Clorox wipes may be used
 - Health Rating: Varies depending on product
 - Dwell Time: Typically 10 minutes, however most surfaces when wiped with disinfecting wipes tend to dry in less than 10 minutes making it difficult to ensure proper dwell time. If possible use Pathos wipes.

Non-Approved Disinfectants

- Bleach
- Any household spray or liquid chemicals. Please use chemicals provided by the District. All chemicals used within our schools require SDS Sheets. All spray bottles and other containers containing chemicals must have labels that adhere to OSHA requirements.
- Lysol
- Disinfectants in aerosol spray cans may contain known carcinogens and should not be used.

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Alternative disinfection methods

- The efficacy of alternative disinfection methods, such as ultrasonic waves, high intensity UV radiation, and LED blue light against COVID-19 virus is not known.
 - The EPA does not routinely review the safety or efficacy of pesticidal devices, such as UV lights, LED lights, or ultrasonic devices. Therefore, the EPA cannot confirm whether, or under what circumstances, such products might be effective against the spread of COVID-19.
- The CDC does not recommend the use of sanitizing tunnels. There is no evidence that they are effective in reducing the spread of COVID-19. Chemicals used in sanitizing tunnels could cause skin, eye, or respiratory irritation or damage.
- The CDC only recommends use of the [surface disinfectants identified on List Nexternal iconexternal icon](#) against the virus that causes COVID-19.

TRANSPORTATION

Providing transportation for all of our students who currently ride our buses, and at the same time adhering to the CDC guidelines, is an impossibility. It is necessary to abide by the guidelines in order keep our children, staff and community members safe. The survey completed by parents indicated quite a significant number of parents are able to provide transportation for their children. Therefore, *all* parents will be asked to provide transportation to and from school. This will allow us to get all students who have no other transportation options to school safely.

Bus drivers will complete all required District professional development prior to the start of the school year, will complete the COVID-19 screening protocol daily prior to coming to work, review hygiene procedures, and clean and sanitize the bus before and after use. Spaces will be marked 6 feet apart and drivers will wear face coverings while students are aboard. Masks, shields and gloves will be available for the drivers' use. Parents who are transporting will be encouraged to stay in the car while dropping off or picking up students. Staff members will assist with younger students.

All students will have an assigned seat. Students residing in the same family will be assigned to sit together to conserve space. Upon arriving at the bus stop students will enter the bus and sit in their assigned seat which will be marked. When loading the buses students will move to the back seats first. When the students are ready to leave the bus the students in the front of the bus will exit first. When students enter or exit the bus they must keep a 6-foot physical distance from others. Students will enter and exit the bus one by one.

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Staff members monitoring pick up and drop off will be requiring that students be physically distanced by at least 6 feet. Parents and students will be instructed to maintain at least 6 feet of physical distancing at bus stops while loading and unloading the buses. Students will be seated on the bus six feet from each other.

All bus drivers will wear a cloth face covering (mask) at all times while students are on the bus or while students are exiting and entering the bus, as detailed above, provided it can be worn safely while operating the school bus.

Parents will be asked to have their children wash their hands before boarding the bus; however, hand sanitizer will be available on the bus if needed.

Bus drivers will keep an attendance record of who has ridden the bus each day. All the buses will be cleaned and disinfected after each bus run.

TEACHING AND LEARNING

FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
<p>Teacher/Student Meeting Norms:</p> <ul style="list-style-type: none"> • Same as “regular” school with possible structural changes as recommended by CDC or district <p>Expectations for Learning:</p> <ul style="list-style-type: none"> • Complete all assignments • Contact teacher if you need extra time or help • Attend class • Follow school and classroom rules and expectations 	<p>Blended models may take different forms. Blended models offer in person instruction in buildings and asynchronous learning when students are not in school.</p> <p>Teacher/Student Meeting Norms:</p> <ul style="list-style-type: none"> • Use face-to-face guidelines when meeting in person; use remote teaching guidelines if blended model includes meeting virtually 	<p>Teacher Meeting Norms:</p> <ul style="list-style-type: none"> • Ensure that meeting link is securely shared • Arrive 5 minutes early • Greet each student, ideally by name, as they arrive • Establish a RL classroom culture/ environment and review RL expectations, as needed • Provide overview of schedule and learning objectives

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
	<p>If blended model involves live streaming of face-to-face instruction:</p> <ul style="list-style-type: none"> • Be sure camera is positioned so that remote students can see and hear teacher • Ensure camera is only showing teacher, not other students • Provide consistent check-ins with remote students to ensure they can hear, see, and understand <p>Expectations for Learning:</p> <ul style="list-style-type: none"> • Complete all assignments • Contact teacher if you need extra time or help • Attend face-to-face classes and assigned remote meetings • Follow school and digital citizenship rules and expectations 	<ul style="list-style-type: none"> • Check-in with students to ensure they understand • Live/synchronous instruction should be purposeful • Be the last to leave or end meeting for all <p>Student Meeting Norms:</p> <ul style="list-style-type: none"> • Be on time • Say hello to teacher • Mute your audio • Show your face (contact teacher ahead of time if there is an issue with having your camera on) • Dress and act appropriately (be ready to learn) • Minimize distractions in your surroundings • Actively participate (hand signals, chat, white boards, speaking, etc.) • Use the chat feature appropriately • Come prepared with assigned supplies (white board, marker, paper, book, etc.) • Hang up when meeting is over

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>Expectations for Remote Learning:</p> <ul style="list-style-type: none"> • Complete all assignments • Contact teacher if you need extra time or help • Attend every assigned meeting unless parent/guardian notifies teacher • Follow Digital Citizenship rules and expectations
<p>Student Attendance Expectations and Absence Protocol:</p> <ul style="list-style-type: none"> • Same as “regular” school 	<p>Student Attendance Expectations:</p> <ul style="list-style-type: none"> • Students should attend assigned face-to-face sessions and on remote learning days, complete the “Attendance Question” or assignment related to asynchronous instruction before the start of the following school day <p>Student Absence Protocol:</p> <ul style="list-style-type: none"> • Teacher should follow up with phone call, text, email, or video meet • If prolonged absence (3-5 days), teacher should contact administration regarding further action 	<p>Student Attendance Expectations:</p> <ul style="list-style-type: none"> • On days with synchronous instruction, student attends all assigned meetings unless parent/guardian notifies teacher (parent/guardian should attempt to notify teacher before meeting) • On days without synchronous instruction, student completes an “Attendance Question” or assignment related to asynchronous instruction before the start of the following school day <p>Student Absence Protocol:</p>

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
	<ul style="list-style-type: none"> • Student/parent should follow up with teacher regarding prioritized missed work 	<ul style="list-style-type: none"> • Teacher should follow up with phone call, text, email, or video meet daily or weekly • If prolonged absence (3-5 days), teacher should contact administration regarding further action • Student/parent should follow up with teacher regarding prioritized missed work
<p>Substitute Staffing Protocol:</p> <ul style="list-style-type: none"> • Teacher should enter absence into MLP and request sub • Substitute should be aware of and follow all safety protocols 	<p>Substitute Staffing Protocol:</p> <ul style="list-style-type: none"> • Teacher should enter absence into MLP and request a sub if teacher is supposed to be in the building with students • Teacher should reach out to buddy teacher and have substitute (face-to-face setting) or students/parents (remote setting) reach out to buddy teacher if there are questions • Substitute should be aware of and follow all safety protocols 	<p>Substitute Staffing Protocol:</p> <ul style="list-style-type: none"> • If possible, use long term sub or paraprofessional (Use LMS or other tech-savvy individuals to provide tech support and other teachers for content support) • If teacher is out for 1-2 days, teacher should front load information and provide adequate work for students to complete on days when teacher is absent (no sub needed, but teacher should log absence in MLP) • Have buddy teacher so that if students/ parents have questions

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>during teacher absence, they can contact buddy teacher</p> <ul style="list-style-type: none"> • Provide technology/platform training for subs • Have a set of emergency remote sub plans ready • School needs to ensure that subs have access to device and platforms
<p>Follow normal practices and procedures.</p>	<p><u>Minimum</u> time requirements for synchronous and asynchronous instruction:</p> <ul style="list-style-type: none"> • Follow grade-level synchronous guidelines for remote learning, but it would be done in class rather than remotely. Plan purposeful and prioritized instruction for when students are in school. Consider flipped classroom principles. • Follow grade-level asynchronous guidelines for remote learning 	<p>All students should have daily access to synchronous and asynchronous instruction.</p> <ul style="list-style-type: none"> • Live or synchronous instruction is defined as in-real time instruction (direct or teacher-facilitated instruction) via Google Meet or Zoom. During synchronous instruction, teachers provide engaging instruction around a given topic or skill. Live instructional strategies may include pre-teaching, discussion, interactive lecture, guided practice, or other sense-making learning activities. Live instruction may be done as a whole or partial class, in

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>small groups, and/or with individual students.</p> <ul style="list-style-type: none"> • In addition to synchronous instruction, students should have opportunities for asynchronous instruction, such as pre-recorded videos, readings, and opportunities to independently practice the skills they are learning. Asynchronous instruction does not have to be online (for example, reading a book in preparation for a discussion or doing a scavenger hunt for shapes in your environment). <p><u>Minimum</u> time requirements for synchronous and asynchronous instruction:</p> <p>Grade K:</p> <ul style="list-style-type: none"> • 15-20 minutes of synchronous instruction per day (or 1-1.5 hours per week) for math (whole class, half class, or small groups) • 20-25 minutes of synchronous instruction per day (or 1.5-2 hours

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>per week) for ELA (word study, reading, writing, etc.)</p> <ul style="list-style-type: none"> • 40-45 minutes of synchronous instruction per week for science or social studies • Daily morning meeting (some academic instruction can happen within this time period) • 15-20 minutes of daily asynchronous/independent/practice work for math • 15-20 minutes of daily asynchronous/independent/practice work for ELA • 20-30 minutes of weekly asynchronous/independent practice work for science <u>or</u> social studies • 15-20 minutes of weekly asynchronous/independent/practice work for writing <p>Grades 1-2:</p> <ul style="list-style-type: none"> • 20-25 minutes of synchronous instruction per day (or 1.5-2 hours per week) for math (whole class, half class, or small groups)

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<ul style="list-style-type: none"> • 25-30 minutes of synchronous instruction per day (or 2-2.5 hours per week) for ELA (word study, reading, spelling, writing) • 25-30 minutes of synchronous instruction per week for science • 25-30 minutes of synchronous instruction per week for social studies • Daily morning meeting (some academic instruction can happen within this time period) • 15-20 minutes of daily asynchronous/independent/practice work for math • 20-25 minutes of daily asynchronous/independent/practice work for ELA (word work, reading/listening, etc.) • 20-30 minutes of weekly asynchronous/independent/practice work for science <u>or</u> social studies • 15-20 minutes of weekly asynchronous/independent/practice work for writing

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		Grades 3-4: <ul style="list-style-type: none"> • 25-30 minutes of synchronous instruction per day (or 2-2.5 hours per week) for math (whole class, half class, or small groups) • 30-35 minutes of synchronous instruction per day (or 2.5-3 hours per week) for ELA (word study, reading, spelling, writing) • 30-35 minutes of synchronous instruction per week for science • 30-35 minutes of synchronous instruction per week for social studies • Daily morning meeting (some academic instruction can happen within this time period) • 20-25 minutes of daily asynchronous/independent/practice work for math • 25-30 minutes of daily asynchronous/independent/practice work for ELA • 20-25 minutes of daily asynchronous/independent/

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>practice work for science and/or social studies</p> <ul style="list-style-type: none"> • 30-40 minutes of weekly asynchronous independent practice work for writing (need not be all at once) <p>Grades 5-6:</p> <ul style="list-style-type: none"> • 30-35 minutes of synchronous instruction per day (or 2.5-3 hours per week) for math (whole class, half class, or small groups) • 30-35 minutes of synchronous instruction per day (or 2.5-3 hours per week) for ELA (small group) • 30-35 minutes of synchronous instruction per week for science (whole class, half class, or small groups) • 30-35 minutes of synchronous instruction per week for social studies (whole class, half class, or small groups) • Daily morning meeting (some academic instruction can happen within this time period)

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<ul style="list-style-type: none"> • 20-25 minutes of daily asynchronous/independent/ practice work for math • 25-30 minutes of daily asynchronous/independent/ practice work for ELA • 20-25 minutes of daily asynchronous/independent/ practice work for science and/or social studies (Grade 6 should include 15-20 daily work in both science and social studies) • 30-40 minutes of weekly asynchronous/independent/ practice work for writing (need not be all at once) <p>Grades 7-8:</p> <ul style="list-style-type: none"> • 2-2.5 hours per week for each core class (whole class, half class, or small groups) • 1.5-2 hours per week for Exploratories (if those classes are shortened) • 2-2.5 hours weekly asynchronous instruction/independent/ practice work for each class

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		Grades 9-12: <ul style="list-style-type: none"> • 2.5 hours per week of synchronous instruction for each class (whole class, half class, or small groups) • LRTC Classes: 2 hours per week of synchronous instruction for each class (whole class, half class, or small groups) • 2.5-3 hours weekly asynchronous instruction/independent/ practice work for each class • Special education synchronous hours for all grade levels will be determined by meeting special education and related service hours outlined in the IEP
Follow normal practices and procedures.	Elementary Specialists: <ul style="list-style-type: none"> • More guidance to come when we have more information about what blended will look like 	Elementary Specialists Grades K-3: <ul style="list-style-type: none"> • Focus on addressing/assessing one competency or “I can” statement every 1-2 weeks • Instruction can be done synchronously, through a posted video, or other remote learning resources

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<ul style="list-style-type: none"> • Weekly activity should take student 15-20 minutes to practice/complete • Feedback/grading • Professional responsibilities/duties Assess both academic competencies and Work Habits • Have office hours for each grade level and/or class at least once every week (ideally on day that students are scheduled for your special) • Have one scheduled synchronous instruction session for each grade level and/or class per month • Possibly piggy-back or join Morning Meeting (listen to a song and discuss sounds; show a piece of art and talk about colors or shapes, etc.; do some jumping jacks and talk about how our bodies feel after) • If possible, post assignments at start of week to allow for family flexibility <p>Grades 4-6:</p>

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<ul style="list-style-type: none"> • Focus on addressing/assessing one competency or “I can” statement every 1-2 weeks • Instruction can be done synchronously, through a posted video, or other remote learning resources • Weekly activity should take student 20-25 minutes to practice/complete • Assess both academic competencies and Work Habits • Have office hours for each grade level and/or class at least once every week • Have one scheduled synchronous instruction session for each grade level and/or class per month • Possibly piggy-back or join Morning Meeting • If possible, post assignments at start of week to allow for family flexibility
<p>Teachers’ work weeks may include, but are not limited to, work such as:</p> <ul style="list-style-type: none"> • Instruction 	<p>Teachers’ work weeks may include, but are not limited to, work such as:</p>	<p>Teachers’ work weeks may include, but are not limited to, work such as:</p>

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
<ul style="list-style-type: none"> • Planning • Professional learning • Phone calls/emails to students/families 	<ul style="list-style-type: none"> • Synchronous/asynchronous instruction with students • Weekly planning (225 minutes) • Professional learning • Phone calls/emails to students/families • Feedback/grading (30-60 minutes) • Meetings as needed during school hours • Unless New Hampshire is under a stay-at-home order or there is a significant rise in cases in the local area or teachers have a documented underlying health issue, teachers will be in their school building during school hours. 	<ul style="list-style-type: none"> • Synchronous/asynchronous instruction with students • Daily planning (30-60 minutes) • Professional learning • Phone calls/emails to students/families • Feedback/grading (30-60 minutes) • Office hours for students/families (weekly/bi-weekly at varying times to accommodate different family schedules)
<p>Special Education and Tier 1 Instruction</p> <ul style="list-style-type: none"> • Accommodations and differentiation of instruction will be made in collaboration with general education and special education/related service providers. 	<p>Special Education and Tier 1 Instruction</p> <ul style="list-style-type: none"> • Same as remote learning guidelines • If possible, have special populations (e.g., special education, 504, homeless, and ELL students in the building every day based on their unique needs 	<p>Special Education and Tier 1 Instruction</p> <ul style="list-style-type: none"> • Accommodations and differentiation of instruction will be made in collaboration with general education and special education/related service providers. • Considerations should be made for accommodations, modifications, or

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
<ul style="list-style-type: none"> • Considerations should be made for accommodations, modifications, or instructional strategies for a child with a disability to access the general education curriculum when the classroom teacher is instructing or assigning work. • Teachers should consult with DPTs when considering a referral or if there are questions or concerns about a special education student. • Use robust RtI to address gaps for all children <p>Special Education Services:</p> <ul style="list-style-type: none"> • Follow normal process and procedures <p>Special Education Process:</p> <ul style="list-style-type: none"> • Follow normal process and procedures 	<p>for targeted interventions or to receive a Free Appropriate Public Education (FAPE)</p> <p>Special Education Services:</p> <ul style="list-style-type: none"> • Same as remote learning guidelines with the exception that services will occur on an online platform or in person (if at all possible), depending on needs of individual child, scheduling, and best practices. <p>Special Education Process:</p> <ul style="list-style-type: none"> • IEP meetings should be conducted via Google Meet or Zoom. • Those providing evaluations should consult with DPTs regarding evaluation procedures and timelines during remote or blended learning. 	<p>instructional strategies for a child with a disability to access the general education curriculum when the classroom teacher is instructing (both synchronous and asynchronous instruction) or assigning work.</p> <ul style="list-style-type: none"> • As in the face-to-face setting, teachers should consult with DPTs when considering a referral or if there are questions or concerns about a special education student (evaluations and special education services will be conducted, if at all possible, in the building). • Teachers and service providers should collaborate to ensure that special education students receive the necessary materials to access curriculum in a remote setting. They should further coordinate with building principals, as necessary, to have these items delivered to the child’s home.

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<ul style="list-style-type: none"> • Teachers and paraprofessionals should find a way to connect (weekly?) • Paraprofessionals will have the opportunity to partake in technology training at the start of the school year <p>Special Education Services:</p> <ul style="list-style-type: none"> • Guidance on providing IEP services and FAPE will be provided by the Director of Special Education based on the individual needs of specific students. • Special education and related services need to occur on an online platform if they cannot be provided in person. This includes academic, executive function, life skills, speech, assistive technology, occupational therapy, physical therapy, and counseling services. If the IEP Team determined that a child requires specially designed instruction in a particular area or a related service, every attempt should be made to

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>honor those services with Google Meet or Zoom.</p> <ul style="list-style-type: none"> • DPTs and service providers will maintain a Service Grid document for each special education student. • Service providers should contact the DPT for permission to hold group sessions before group sessions begin; recording any sessions is not allowed per FERPA. <p>Special Education Process:</p> <ul style="list-style-type: none"> • IEP meetings should be conducted via Google Meet or Zoom. • Those providing evaluations should consult with DPTs regarding evaluation procedures and timelines during remote or blended learning.
<p>Scheduling Suggestions:</p> <ul style="list-style-type: none"> • Follow normal practices and procedures 	<p>Scheduling Suggestions:</p> <ul style="list-style-type: none"> • Integrate science and social studies as much as possible into ELA and math • During remote learning days, building administrators and teachers should encourage 	<p>Scheduling Suggestions:</p> <ul style="list-style-type: none"> • At elementary level, survey parents of your own students to find out what times work well for live instruction and then develop meeting times based on family schedules (within reason)

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
	<p>families to develop a schedule that includes remote learning time, movement breaks, and time for free play</p> <ul style="list-style-type: none"> • Teachers and special education/service providers should plan schedules together • Plan purposeful and prioritized instruction for when students are in school • More guidance to come depending on blended model brought forward 	<ul style="list-style-type: none"> • For elementary specialists teaching multiple classes of the same grade level within a school, or the same grade level at different schools, be open to having students join a meeting with a group other than their own class to provide more flexibility for family schedules • If families/teachers are comfortable, provide flexibility for inter-class math and reading groups. • Integrate science and social studies as much as possible into ELA and math. • Building administrators and teachers should encourage families to develop a schedule that includes synchronous and asynchronous remote learning time, movement breaks, snacks/lunch, and time for free play • Teachers and special education/service providers should

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
		<p>plan synchronous meeting schedules together so as to avoid overlapping meeting times within a class as much as possible</p> <ul style="list-style-type: none"> • If students must miss live class time due to special education scheduling, it is preferable to prioritize which general education live instruction will be delivered. This should be done in collaboration with the special education teacher and DPT. • Grades 4-6 need to work with Liz Bronson to figure out a health schedule (a dedicated time for each school and grade when Liz can host office hours or hold a synchronous class session) • Office Hours for families • If feasible, rotate office hour times each week to accommodate different parent schedules
<p>Formative and Summative Assessment:</p>	<p>Formative and Summative Assessment:</p>	<p>Formative and Summative Assessment:</p>

REOPENING TASK FORCE PLAN

FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
<ul style="list-style-type: none"> • Be selective in grading formative assessments; focus on providing feedback to guide student learning and to inform instruction • Formative assessments can be formal or informal and may take many forms (traditional quiz, discussion, observation, etc.) • When possible, summative assessments should focus on creation (authentic assessment, performance task, higher-order thinking) • When possible, use common grade-level summative assessments and rubrics • Use a rubric that outlines learning goal(s) and what it means/looks like to meet those learning goal(s) • All summative assessment scores should be entered into grading platform within a week 	<ul style="list-style-type: none"> • Teachers should focus on assessing the priority competencies or skills/content (Academic and Work Habits) • When possible, assess students during face-to-face sessions • Allow flexibility* with due dates (within reason!) • Building-level policies should be discussed and implemented • *Flexibility due to at-home learning situations • Recommendation: Reach out to parents/caregivers with information about upcoming assessments and opportunity to provide feedback on student progress • Allow students the opportunity to retake summative assessments (within reason!) • Building or department-level discussions • Be selective in grading formative assessments; focus on providing feedback to guide student learning and to inform instruction 	<ul style="list-style-type: none"> • Teachers should focus on assessing the priority competencies or skills/content (Academic and Work Habits) • Allow flexibility* with due dates (within reason!) • Building-level policies should be discussed and implemented • *Flexibility due to at-home learning situations • Recommendation: Reach out to parents/caregivers with information about upcoming assessments and opportunity to provide feedback on student progress • Allow students the opportunity to retake summative assessments (within reason!) • Building or department-level discussions • Be selective in grading formative assessments; focus on providing feedback to guide student learning and to inform instruction • Instructions should be easy to find, explicit, and multimodal

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
	<ul style="list-style-type: none"> • Online instructions should be easy to find, explicit, and multimodal • Formative assessments can be formal or informal and may take many forms • When possible, summative assessments should focus on creation (authentic assessment, performance task, higher-order thinking) • When possible, use common grade-level summative assessments and rubrics • Use a rubric that outlines learning goal(s) and what it means/looks like to meet those learning goal(s) • All summative assessment scores should be entered into grading platform within a week 	<ul style="list-style-type: none"> • Formative assessments can be formal or informal and may take many forms (quiz, discussion, observation, etc.) • When possible, summative assessments should focus on creation (authentic assessment, performance task, higher-order thinking) • When possible, use common grade-level summative assessments and rubrics • Use a rubric that outlines learning goal(s) and what it means/looks like to meet those learning goal(s) • All summative assessment scores should be entered into grading platform within a week
<p>Grading:</p> <ul style="list-style-type: none"> • Teachers should focus time and effort into providing relevant and timely feedback (aka, give a grade less!) <p>Grades K-8:</p> <ul style="list-style-type: none"> • 1-4 scale 	<p>Grading:</p> <ul style="list-style-type: none"> • Teachers should focus on addressing and assessing the priority competencies or skills/content • Teachers should focus time and effort into providing relevant and 	<p>Grading:</p> <ul style="list-style-type: none"> • Teachers should focus on addressing and assessing the priority competencies or skills/content • Teachers should focus time and effort into providing relevant and

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<ul style="list-style-type: none"> • If a student does not complete a summative assessment, enter a 1 or “I” • If a student does not complete a formative assessment, use an “M” Grades 9-12: <ul style="list-style-type: none"> • Keep 0-100 scale as is 	timely feedback (aka, give a grade less!) Grades K-8: <ul style="list-style-type: none"> • Keep scale at 1-4 (when remote, explain to parents that there may not be as many opportunities to earn a 4) • If a student does not complete a summative assessment, enter a 1 or “I” • If a student does not complete a formative assessment, use an “M” Grades 9-12: <ul style="list-style-type: none"> • Keep 0-100 scale as is 	timely feedback (aka, give a grade less!) Grades K-8: <ul style="list-style-type: none"> • Keep scale at 1-4 (if remote, explain to parents that there may not be as many opportunities to earn a 4) • If a student does not complete a summative assessment, enter a 1 or “I” • If a student does not complete a formative assessment, use an “M” Grades 9-12: <ul style="list-style-type: none"> • Keep 0-100 scale as is

MENTAL HEALTH/SOCIAL EMOTIONAL CONSIDERATIONS

FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
<p style="text-align: center;"><u>ELEMENTARY LEVEL:</u></p> <ol style="list-style-type: none"> 1) At least one full time school counselor per 250 students. 2) School-wide MTSS with actionable counselor referral data/teams/SSC integration (should include a 	<p style="text-align: center;"><u>ELEMENTARY LEVEL:</u></p> <ol style="list-style-type: none"> 1) Front-load the beginning of the year with connection-based activities across the entire population. (ex. "Brain Wash", Actively Caring for People Initiative, Bridges Day, 	<p style="text-align: center;"><u>ELEMENTARY LEVEL:</u></p> <ol style="list-style-type: none"> 1) Community Page (SEL/informal based) where everyone from the specific community is welcome and the purpose is connection/fun/SEL. 2) Counselor Web Page (or information hub) must be

REOPENING TASK FORCE PLAN

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<p>student self-referral system as well).</p> <p>3) K-6 Counselor in the Classroom curriculum/lessons addressing core CASEL competencies (and as a relationship builder for counselor/students)</p> <p><i>***It could be safer to have the Counselor help teacher deliver the program in some cases.</i></p> <p>4) Regulation space K-6 (Regulation Station-Eric Mann, Cool Down Corner/POP Chart (mindful practices), Peace Room (DIY), etc. can be in room, or lab style (ex: Owl's Nest at TCS).</p> <p>5) Access/Funding for SEL curriculum/materials/PD (AC4P program, GoZen.com!, Everyday SEL/Cool Down Your Classroom, Class Catalyst, etc).</p>	<p>formal and informal, release those good chemicals!, etc.)</p> <p>2) A team of folks to come up with connection based activities or initiatives that can help students/staff stay connected if we move online/remote/back and forth (these folks would run/lead the Community Page)</p> <p>3) Start generating a team or ideas for community-based learning options (think field trips, but addressing standards in the field). Could it be done safely?</p> <p>4) School Wellness Team (admin, front office, counselor, nurse, etc.) to address needs/communicate with parents about academic and family needs/support.</p> <p>5) Same SEL/Class Readiness/assessment/referral system or tool mentioned above (Similar to Class Catalyst).</p>	<p>comprehensive, regularly updated with the best information to support parents and students.</p> <p>3) We need a better way to assess students' readiness to learn and skills/strategies to become ready. (This could be Class Catalyst, built into SeeSaw, 2 minute meetings, MMB check-in Eric Mann, etc.)</p> <p>4) Access/Funding for <u>DIGITAL SEL</u> curriculum/materials/PD (AC4P program, GoZen.com!, Character Tree, Class Catalyst, etc).</p> <p>5) PD to integrate into regular Ed programs like Google Classroom & SeeSaw</p>
<u>MIDDLE LEVEL:</u>	<u>MIDDLE LEVEL:</u>	<u>MIDDLE LEVEL:</u>
<p>1) Time dedicated to reconnecting and providing proactive social/emotional support for staff and students. Boost morale; Team days would be great for this.</p>	<p>1) Class Catalyst for days away.</p> <p>2) Utilize SEL informally during advisory more.</p> <p>3) Advocate for connections/needed supports while in building (social/emotional, academic) so</p>	<p>1) Consistent platform (i.e. Class Catalyst) for daily check in/attendance.</p> <p>2) Consider partnering with a community mental health organization to support</p>

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2) A google survey on a regular (weekly) basis to check in with students to see how they are doing/feeling. 3) Utilize SSC to support academic and emotional needs.	those students can get what they really need while here. 4) Continue with community support page (school social media, team, and counselor page identifying helpful information and support). 5) Utilize SSC to support academic and emotional needs. 6) Student survey to identify their concerns/needs (how can staff best help them)	students/families who need more mental health support, such as telehealth support.
<p style="text-align: center;"><u>HIGH SCHOOL:</u></p> *Strategies utilized during blended teaching would be in place for face-to-face return	<p style="text-align: center;"><u>HIGH SCHOOL:</u></p> 1) Counseling Team to meet daily M-F 2) IEP/504 accommodations ensured 3) Google Meets with individual students/parents/teachers 4) Track attendance/ performance/ engagement and troubleshoot obstacles 5) Student/ Parent/Teacher/Admin referrals- needs and concerns problem solved and addressed 6) Set up a KRHS resource page for community needs during COVID-19 7) Prioritize early focus on building student connections 8) Well-being screening a) For students – daily (remote days) or weekly (in-person)	<p style="text-align: center;"><u>HIGH SCHOOL:</u></p> 1) Counseling Team to meet daily M-F 2) IEP / 504 accommodations continued 3) Google Meets with individual students/parents/teachers 4) Track attendance/performance/ engagement and troubleshoot obstacles 5) Student / Parent / Teacher / Admin referrals- needs and concerns problem solved and addressed 6) Set up a KRHS resource page for community needs during COVID-19

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
	<ul style="list-style-type: none"> b) Identify screening tool (i.e. Class Catalyst) 9) Consistent classroom expectations and deadlines 10) Explore varied communication mechanisms: School Messenger/email/Facebook/Instagram page/You Tube 11) JumpStart/ Freshman transition program revisions (then look at other yearlong programming that needs revision if blended) 12) College admissions / applications / how to revise the process 13) Attendance focus / team responsibility Focus on strategies to bring students that had disengaged in the spring back to school 14) Monday TASC - SEL driven 15) Review crisis management process and protocols (revise as needed for blended / remote) 16) Training for students/ staff / families regarding emergency situations (suicidality) 	

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TECHNOLOGY

FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
<p style="text-align: center;"><u>Elementary Level:</u></p> <p>1) Chromebooks will be assigned to students to eliminate cross contamination. The Library Media Centers will maintain sign out data. Chromebooks should remain in the classroom if possible.</p> <p>2) Connectivity will be more than adequate.</p>	<p style="text-align: center;"><u>Elementary Level:</u></p> <p>1) Chromebooks will be assigned to students to eliminate cross contamination. The Library Media Centers will maintain sign out data. Chromebooks will need to travel home with students if necessary.</p> <p>2) Google Meet requires 3.2mb per participant up and down. Data utilization will be monitored closely and adjustment may be necessary. Funding may need to be accessed.</p> <p>3) Each school to survey student/staff for assistance with connectivity. Curbside pickup for hotspots will be provided. Necessary funding may need to be accessed.</p>	<p style="text-align: center;"><u>Elementary Level:</u></p> <p>1) Curbside pickup for devices if necessary. Library Media Specialists will be point of contact. The Library Media Centers will maintain sign out data.</p> <p>2) Each school to survey student/staff for assistance with connectivity. Curbside pickup for hotspots will be provided. Necessary funding may need to be accessed.</p>
<p style="text-align: center;"><u>Middle/High Level</u></p> <p>1) Chromebooks will be assigned to students to eliminate cross contamination. The Library Media Centers will maintain sign out data. Chromebooks to travel with students from class to class.</p> <p>2) Connectivity will be more than adequate.</p>	<p style="text-align: center;"><u>Middle/High Level</u></p> <p>1) Chromebooks will be assigned to students to eliminate cross contamination. The Library Media Centers will maintain sign out data. Chromebooks to travel with students from class to class. Chromebooks will need to travel home with students if necessary.</p> <p>2) Google Meet requires 3.2mb per participant up and down. Data</p>	<p style="text-align: center;"><u>Middle/High Level</u></p> <p>1) Curbside pickup for devices if necessary. Library Media Specialists will be point of contact. The Library Media Centers will maintain sign out data.</p> <p>2) Each school to survey student/staff for assistance with connectivity. Curbside pickup for hotspots will be provided. Necessary funding may need to be accessed.</p>

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FACE-TO-FACE TEACHING MODEL FOLLOWING CDC GUIDELINES	BLENDED TEACHING MODEL FOLLOWING CDC GUIDELINES	REMOTE TEACHING MODEL
	utilization will be monitored closely and adjustment may be necessary. Funding may need to be accessed. 3) Each school to survey student/staff for assistance with connectivity. Hotspots can/will be provided. Necessary funding may need to be accessed.	

Software:

1. Continue following [privacy and security best practices](#).
2. Software/App approval will be done as quickly as possible using the procedure currently in place.
3. Team to define criteria for apps/online tools.
4. Acquire web filtering software such as GoGuardian to filter district owned devices outside of our network.

Replacement Schedule:

1. Laptops/Desktops/Chromebooks should be replaced every five years.
2. Coordinated bulk purchasing should be considered.
3. Data to be sent to all building admins with recommendations for budgeting purposes.

REOPENING TASK FORCE PLAN

REOPENING TASK FORCE COMMITTEE MEMBERS

Members

Maryann Belanger	Transportation Supervisor	SAU Office
Peter Brophy	Maintenance Supervisor	Middleton Elementary
Jannine Cameron	Marketing Teacher	LRTC
Kathy Cuddy-Egbert	Superintendent	SAU Office
Heather Cummings	Assistant <u>SUPERINTENDENT</u>	SAU Office
Sarah Custeau	Director of Maintenance	District
Alex Dria	Athletic Trainer/Teacher	LRTC
Christie Diamond	Elementary Teacher	Crescent Lake School
Carissa Dube	Elementary Teacher	New Durham School
Lauren Fleet	Para Educator	Carpenter School
Katey Hills	Curriculum Director	SAU Office
Sarah Harris	Social Studies Teacher	KRMS
Anika Hastings	Guidance	KRHS
Kim Kelliher	Social Studies	KRHS
Cheryl Krivitsky	Health Science	LRTC
Morgan Kozyra	Elementary Teacher	Tuftonboro Central
Heather Larson	Kindergarten	Carpenter School
Jesse Mardis	Guidance Counselor	KRMS
Susan Merrell	Special Education/Counseling	SAU Office
Karen Michalski	Food Service Director	KRHS
Paul Michalski	IT Director	KRHS
Jen Murray do Carmo	Social Studies Teacher	KRHS
Kathy O’Blenes	Business Administrator	SAU Office
Sarah Olkkola	Elementary Teacher	Effingham Elementary
Lisa Rogers	Maintenance Supervisor	KRHS
Katie Small	Chorus Teacher	KRMS

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Maribeth Smith	School Nurse	Middleton Elementary
Sarah Straz	English Teacher.....	KRHS
Matt Tetreault	Guidance Counselor.....	Tuftonboro Central
Kayla Towle.....	Elementary Teacher	Middleton Elementary
Kevin Welch	Special Education.....	KRMS
Steve Zimmer.....	Elementary Teacher	Ossipee Central

SOURCES

Health and Safety

Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19:
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/children/mis-c.html>

CDC Symptoms of Coronavirus

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

NH Department of Education Grades K-12 Back-to School Guidance

<https://www.covidguidance.nh.gov/sites/g/files/ehbemt381/files/inline-documents/sonh/k-12-back-to-school.pdf>

Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

CDC Isolate If You Are Sick

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>

CDC Considerations for Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

CDC Considerations for Wearing Cloth Face Coverings

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html> - recent-studies

REOPENING TASK FORCE PLAN

CDC Using Personal Protective Equipment (PPE)

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

CDC About Cloth Face Coverings

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

California Department of Public Health Face Coverings Guidance

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/Face-Coverings-Guidance.aspx>

NYC COVID-19 Face Coverings FAQ

<https://www1.nyc.gov/assets/doh/downloads/pdf/imm/covid-19-face-covering-faq.pdf>

Bureau of Infectious Disease Control New Hampshire COVID-19 General Travel and Quarantine Guidance, & Employer Screening and Exclusion Criteria <https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/employee-travel-guidance.pdf>

Teaching Children To Wear Masks

<https://extapps.childrenshospital.org/EFPEC/Home/Sheet/6309>

CDC Fact Sheet on Handwashing

<https://www.cdc.gov/handwashing/fact-sheets.html>

Talking With Children About COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html>

New Hampshire COVID-19 General Travel and Quarantine Guidance, & Employer Screening and Exclusion Criteria

<https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/employee-travel-guidance.pdf>

COVID-19 Planning Considerations Guidance for School Reentry, American Association of Pediatrics

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

Visualizing the Effectiveness of Face Masks In Obstructing Respiratory Jets, Journal of the Acoustical Society of America

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<https://aip.scitation.org/doi/10.1063/5.0016018>

Vizualization Show Exactly How Face Masks Stop COVID-19 Transmission

<https://www.livescience.com/face-mask-visualization-droplets-covid-19>

Considerations for public health and social measures in the workplace in the context of COVID-19.

<https://www.who.int/publications/i/item/considerations-for-public-health>

School Closure and Management Practices During Coronavirus Outbreaks including COVID-19: A Rapid Systematic Review

[https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(20\)30095-X/fulltext](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30095-X/fulltext)

What is the evidence to support the 2-metre social distancing rule to reduce COVID-19 transmission?

<https://www.cebm.net/covid-19/what-is-the-evide>

Food Service

School Nutrition Association, five day "Back to School Series" Conference. The

CDC Guidelines, USDA

DOE Office of Nutrition.

Physical Plant

Hyperfect 256 and Contact 256 Spec sheets, SDS and Efficiency Reports www.cleaneasier.com

Pathos Product Sheets and SDS www.sharecorp.com

Symmetry Foaming Hand Sanitizer SDS www.buckeye.com

"Cleaning and Disinfecting for Community Facilities" www.cdc.gov

"Green Cleaning, Sanitizing and disinfecting a curriculum for early care and education" www.epa.gov

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Multiple training and bloodborne training classes as well as Primex on-line bloodborne training module

Transportation

[National Association for Pupil Transportation \(NAPT\)](#),

[National Association of State Directors of Pupil Transportation \(NASDPTS\)](#)

[National School Transportation Association \(NSTA\)](#)

Teaching and Learning

[Resources of Parents to Help with Remote Learning](#)

[The 7 Rules of Virtual Meeting Etiquette for Professionals](#) (GoToMeeting Blog Article)

[Online Classroom Etiquette](#) (Video for students)

[Guidance for School Re-entry](#) (American Association of Pediatrics)

From John O'Connor of *Great Instruction*:

“Over the last few months, educators reported that many students failed to participate in their virtual instruction or faded away over time. For the new school year, have a proactive plan in place for that situation. If you are providing virtual instruction in the fall, it will happen again. Instead of treating it like a surprise, develop a plan to trigger students and then to immediately respond. Your school or district’s plan might include teachers emailing parents after two sessions are missed. Then it might escalate to a phone call and then a virtual (face-to-face) meeting with the parent. Over time, there might even be a plan where an educator visits the student’s home (not from the teacher, but from social workers or other professionals from the school or district office). The point is that it is better to have a proactive triggering system and plan in place (because we know student absences will be a problem) rather than being caught unprepared. The triggering and intervention steps should start with only a few absences rather than waiting for the student to become truant.”

[How K-12 Schools Monitor Attendance During Remote Learning](#) (EdTech)

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[Remote Learning: Monitoring Meaningful Student Engagement and Interaction to Account for Attendance](#) (NYC-DOE)

[The Medical Case for Reopening Schools](#) (Medical Examiner)

[Asynchronous and Synchronous E-Learning](#) (EduCause Quarterly)

[When and How to Use Synchronous vs. Asynchronous Methods](#) (Top Hat)

[Advantages Of Using Both Synchronous and Asynchronous Technologies In An Online Learning Environment](#) (eLearning Industry)

[Synchronous vs. Asynchronous Learning](#) (Learn Upon)

Special Education: <https://www.governor.nh.gov/sites/g/files/ehbemt336/files/documents/emergency-order-48.pdf>

Special Education: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards>

[Guidance from Jerry Zelin](#) (attorney)

[Summative Assessments in Distance Learning](#) (Edutopia)

[Assessments and Grading in the Midst of a Pandemic](#) (Guskey) - hasn't been updated since April, but some good info on assessments

[9 Ways Online Learning Should Be Different Than Face-To-Face](#) (Cult of Pedagogy) - great article overall, with specific suggestions starting at #8 regarding assessment and grading

[Pass/Fail Raises the Question: What's the Point of Grades?](#) (New York Times)