



ConVal School District
Reopening Plan
Fall 2020

Table of Contents

The following table of contents is hyperlinked. This means that you can click on a section and immediately access that portion of the document.

| | |
|--|-----------|
| Introduction | 1 |
| Planning Process | 1 |
| Guiding Beliefs | 2 |
| Reopening Task Force | 3 |
| Reopening Implementation Team | 7 |
| Implementation Timeline | 8 |
| Community Transmission, Mitigation, and Instructional Modes | 9 |
| Family Choice (In-Person vs. Remote) | 10 |
| Change in School Calendar (Segmented Calendar) | 10 |
| 2020-2021 School Calendar (Segmented) | 11 |
| Mitigation Strategies | 12 |
| Home Routines | 12 |
| Travel Routines and Transportation | 13 |
| Arrival Routines | 13 |
| In-School Routines | 15 |
| Reporting and Communicating Positive Cases of COVID-19 | 16 |
| Outdoor Classrooms and Learning Spaces | 17 |
| Physical Security | 17 |
| Staff Development and Preparation | 17 |
| ConVal Student and Family Engagement | 19 |
| Support for Students and Families | 19 |
| How Families Can Help | 19 |
| Special Education and Students with Disabilities | 20 |
| Technology and Connectivity | 21 |
| Student Devices | 21 |
| Internet Access | 21 |
| Digital Resources | 21 |

| | |
|--|-----------|
| Live-Streaming | 21 |
| Before and After School Programs | 22 |
| Preschool Programs | 22 |
| Elementary School In-Person Instruction | 23 |
| Groupings | 23 |
| Curriculum/Programming | 23 |
| Schedules | 23 |
| A Day in the Life of an Elementary Student | 25 |
| Attendance | 26 |
| Grading | 26 |
| Assessment | 27 |
| A Day in the Life of an Elementary Teacher | 27 |
| Elementary School Remote Instruction | 28 |
| Structure & Groupings | 28 |
| Curriculum/Programming | 28 |
| Schedule & Day in the Life | 29 |
| Student Attendance | 29 |
| Grading | 30 |
| Assessment | 30 |
| Staff Illness | 30 |
| Middle School In-Person Instruction | 31 |
| Groupings | 31 |
| Curriculum/Programming | 31 |
| A Day in the Life of Middle School Student | 32 |
| Attendance | 34 |
| Grading | 34 |
| Assessment | 35 |
| A Day in the Life of a Middle School Teacher | 35 |
| Co-curricular and Athletics | 36 |
| Remote Instruction at the Middle School | 37 |
| Attendance | 37 |
| Remote Instruction | 37 |
| Schedule | 37 |
| Advisory | 37 |

| | |
|--|-----------|
| Flex Fridays | 37 |
| “Blue & Gold”: In-Person and Remote Instruction at ConVal High School | 39 |
| Student Cohorts | 39 |
| Curriculum | 39 |
| Synchronous vs. Asynchronous | 40 |
| Grading | 40 |
| Assessments | 41 |
| Weekly Schedule and TASC | 41 |
| Flex Fridays | 41 |
| Daily Schedule | 41 |
| Co-Curricular and Athletics | 42 |
| Staff Absence | 42 |
| A Day in the Life of a ConVal High School Student | 43 |
| A Day in the Life of a ConVal High School Teacher | 45 |
| Remote Instruction at ConVal High School | 47 |
| Moving Forward: 2020-2021 and Beyond | 48 |
| Appendix A. Glossary of Terms and Acronyms | 49 |
| Appendix B. 2020-2021 School Calendar (Original) | 52 |
| References | 53 |

Dear ConVal Community,

The following document represents countless hours of research, discussion, planning, writing, and reviewing by district leadership, staff, and community members. It incorporates the feedback of hundreds of parents and staff through surveys, feedback groups, emails, and discussions. Throughout the planning process, the primary guiding principle has been, and will remain, the health and safety of our students, staff, and community members.

Many of us want to see school return to in-person instruction. We know that returning to a model closer to normalcy is in the best interest of our students — academically, socially, and emotionally. Please know that our decision to provide in-person instruction or transition to remote learning will be based on health data, not personal preferences, emotions, or politics. Specifically, we will be looking for guidance from the Centers for Disease Control (CDC), the New Hampshire Department of Health and Human Services (NH DHHS), State of New Hampshire Guidance, and information provided by the New Hampshire Department of Education (NHDOE). Additionally, a district-established COVID-19 monitoring team, in conjunction with local health professionals, will look at local, regional, and state data daily to assess trends and provide real-time information to our staff and community members.

Based on the information that we presently have, the administration, the Reopening Task Force, and the Reopening Implementation Team, have detailed our plans for reopening the ConVal schools in this document. We have a plan for in-person instruction as well as remote synchronous or asynchronous options. We have outlined options for families, identified strategies and measures for health mitigation, developed curriculum and programs for social emotional learning, examined grading policies, and reviewed needs for technology, food service, and transportation. This document shares our thinking and decisions around shifts between in-person instruction and remote instruction, depending on local health data and potential state mandates.

We know the last six months have been filled with many types of uncertainty for all of us. However, there are *some* certainties. Regardless of how the school year unfolds, we will teach our students. We will make sure they are fed. We will do everything in our power to meet their social and emotional needs. We will do whatever we can to support students, staff, and the ConVal community because our mission to educate and prepare our students for global citizenship has not changed — even if the logistics to accomplish that mission have.

Thank you for your feedback, your patience, and your unyielding support for our students, our staff, and the ConVal community.

Be well,



Kimberly Rizzo Saunders, Ed.D
Superintendent

Executive Summary

In response to the COVID-19 pandemic, the ConVal School District has devised the following school reopening plan for the 2020-2021 school year. The central aim of the plan is to bring as many students as possible back safely in order to resume in-person learning.

School-based attendance will allow students to experience a sense of normalcy during a time of national crisis, make social and emotional growth, get healthy meals, as well as receive mental health support and other services that cannot be easily replicated online. From its very inception, the plan has taken into account the [Guiding Beliefs](#) that were developed by the ConVal School Board.

The reopening plan addresses the challenges and opportunities of delivering effective instruction in a manner that can be operationalized safely — both under current and future public health conditions in the ConVal school communities.

Basic Premise and Starting Point

The expected starting point for the safe return of students and staff to ConVal schools is the “green level” operating conditions. When school is operating at the green level (minimal to moderate community transmission, moderate mitigation measures, see p. 9), school buildings will be open for in-person instruction. The district’s COVID-19 Monitoring Team will assess conditions for school operation daily. Significant shifts in operating conditions, e.g. those that would warrant a transition from the green to the orange level, will be communicated to the public by the Superintendent upon approval by the School Board.

Student Cohorts, Routines, and Precautions for School Operation

While the Reopening Plan is differentiated by level (elementary schools, middle schools, high school), one common feature is the creation of student cohorts. Cohorts or “pods” will allow for physical distancing between different segments of the student population. They will minimize the risk of community spread of the coronavirus and help limit the number of students and families that could be affected by the need to quarantine.

Common precautionary routines will be followed by all students and staff. Clearly delineated before-school, in-school, and after-school routines will help keep everyone safe. Precautionary measures include: daily screening protocols, temperature checks upon entry into school buildings, the wearing of face coverings (masks) on the bus and at school, and the observance of physical distancing at all times. Mitigation strategies at the broader level of school operations include, among others, the reduced number of students in classrooms, properly distanced desks in accordance with new room occupancy guidelines, the institution of one-way traffic in

hallways and on stairs, increased indoor ventilation, the use of outside classrooms (tents), and enhanced cleaning routines by custodial staff.

School-level details about student groupings, curricular programs, scheduling, attendance, and grading can be found for elementary schools (p. 23), for middle schools (p. 31), and for the high school (p. 38).

Blended Learning Option

The in-person reopening model is complemented by a resource-rich blended learning model. Live video communication technologies will allow students to attend class in real time from remote locations while asynchronous learning opportunities will ensure that learning can also take place outside of regular school hours.

The key goal of the blended learning option is to offer an alternative to in-person learning and to provide family choice and student voice. Incorporating blended learning strategies from the beginning also ensures that all students and parents will be familiar with the system of digitally-enabled instruction, in case the District has to pivot to remote-only instruction as it did in the spring.

Adoption of a New, Segmented 2020-2021 School Calendar

Key to the success of the reopening plan is the adoption of a new, segmented calendar for the 2020-2021 school year. The calendar provides breaks from in-person instruction and switches to scheduled remote learning periods whenever travel and extended family contacts can be anticipated. This applies to holidays as well as scheduled school vacations (for details, see p. 10).

In conclusion, this document outlines our concerted plans for instruction and learning during the 2020-2021 school year. However, we are cognizant of the fact that the unpredictable nature of the coronavirus pandemic may force us to make adjustments to these plans.

Having devised a model that is comprehensive, flexible, and adaptable to different circumstances, it is our sincere hope that the ConVal School District will continue to operate successfully during any health emergencies that may arise during the 2020-2021 school year. As always, we will remain responsive to the needs of individual families and receptive to community feedback in an effort to achieve the best possible student outcomes.

Introduction

The COVID-19 pandemic has significantly disrupted multiple facets of everyday life. Public education has been no exception. The ConVal School District has worked to respond to the evolving circumstances surrounding the pandemic by constantly monitoring the state of public health in the district, region, state, and country while planning, revising, and implementing adaptive school programming.

While we learned from our experiences this past spring, planning for the 2020-2021 school year is significantly more complex and far reaching. In this document, you will find the details for the district's reopening this fall. We explain the overall approach, provide information for both remote and in-person learning options as well as information for what school will look like at each level. Additionally, each building principal will provide a time to meet with families to discuss how the details in this plan will be implemented at individual schools.

At each step of our planning, we carefully considered the Guiding Principles that were determined through feedback, survey data from both spring and summer, the needs and expectations of our community, and the present status of COVID-19 in each of the ConVal towns, the region, and the State of New Hampshire.

We are enthusiastic about welcoming our students back to school for in-person instruction at the beginning of the school year. We have developed models at the elementary, middle, and high school levels with specific safety precautions in place. We have also adjusted our remote learning model based on feedback from parents, teachers, and students. We will be leveraging technology to live-stream classes, streamline the use of Google Classroom, and record sessions to aid both students and parents.

While this document outlines plans for the coming school year, it is important to note that we may need to adjust the plans as we become aware of new information.

Planning Process

The reopening planning process began before the 2019-2020 school year ended. Starting on June 1, all staff participated in a ten-day evaluation of the remote learning experience and how we must address the future, knowing that it is critical to develop flexible strategies that can be revised and adapted, depending on the level of viral transmission throughout the community.

A Task Force was created to develop a framework to build the foundation for reopening. It included staff, community members, emergency responders, parents, and medical professionals. The Task Force formed working committees, reviewed feedback from staff and parents, considered guidance from multiple sources including, but not limited to, the Centers for Disease Control and Prevention (CDC), the New Hampshire Department for Health and Human Services

(NHDHHS), and the New Hampshire Department of Education (NHDOE). The Task Force first developed the [Reopening Framework](#) that included guiding principles representing the priorities and expectations of the ConVal community.

Following the development of the Reopening Framework, the Reopening Implementation Team began to put together an action plan. The team was made up of staff from across buildings and disciplines and represented a deep understanding of the day-to-day operations of the ConVal schools. The Team reviewed surveys from parents (N=1398) as well as staff (N=248), representing over 65% of our student population and over 55% of the staff, respectively. They reviewed resources related to the reopening of schools in other countries, the concept of open-air classrooms, the efficacy of health and safety practices, our spring experiences with remote learning, and strategies and technologies that could be used in classrooms this fall and beyond. The Team developed plans that would best meet the needs at each level of the ConVal School District while maintaining the integrity of our existing programming.

While there are risks and uncertainties involved with any planning process that takes place during the current pandemic, the implementation plan for reopening focuses on the Guiding Principles, the safety of staff and students, a level of choice for parents, and an unwavering commitment to the education of the children of the ConVal School District.

The work of the Reopening Implementation Team is not finished; this will need to remain a fluid document for an evolving situation. The work will continue by examining implementation, maximizing effectiveness and efficiency, and creating a successful pathway for students, staff, and the community into the 2021-2022 school year.

Guiding Beliefs

- Safety first — the safety of our students, staff, and community is our highest priority.
- An in-person learning environment is preferable for most students and families.
- Schools play a critical role in supporting students' academic, social, and emotional growth.
- This Reopening Framework must support educational equity for all students.
- This Framework needs to be fluid. The ConVal Reopening Framework acknowledges that it may be necessary to progress or regress through the phases as public health conditions change.
- Any remote instruction will focus on providing students with learning opportunities, excellent instruction, and the purposeful use of technology.
- Reopening schools is an important factor to support economic recovery because it will facilitate parents returning to work.

- The ConVal Reopening Framework will establish precautionary measures to minimize exposure where possible, using scientifically supported guidelines.
- During the pandemic, we will adjust class sizes and the use of all school buildings and district facilities to support the overall health and well-being of students, staff, and the community.
- Reopening decisions and movement between phases in this Framework will be based on epidemiological data and guided by public health officials and local emergency management partners.
- This Reopening Framework must support the personalization of learning for all students.
- The plans for reopening need to be developed so that they can be operationalized within the limitations of the current pandemic.
- The plan will include maximizing grant opportunities and Federal and State funding resources.
- ConVal will use this opportunity to reenvision and implement an improved model for providing the children in our communities a robust PK-12 public education.
- Educational services will be consistent with the values and expectations of our stakeholders (staff, students, families, community members and partners).
- It is imperative that we retain our present student enrollment, and this must be a priority.
- Stakeholders will be engaged in the process, when and as appropriate, through surveys and feedback opportunities.

Reopening Task Force

The Reopening Task Force was charged with developing a guiding framework that would be used as the basis for a strategic, scalable, and phased approach. The members had to examine the intersection between public education and public health, develop guiding principles, and then create a clear set of questions, action items, and activities that would need to be delineated into a comprehensive and detailed reopening plan.

| | | |
|-------------------|-----------------|-------------------------------------|
| <i>Facilities</i> | Steve Bartsch | Dean of Students, CVHS |
| <i>Committee</i> | Claudia Cleary | MCH Infection Prevention Specialist |
| | Linda Compton | School Nurse, GBS |
| | Jim Elder | Principal, GBS (ret) |
| | Tim Grossi | Facilities Director, SAU 1 |
| | Bambi Kierstead | Administrative Assistant, GBS |
| | Brandi Litts | Administrative Assistant, CVHS |
| | Vicki Mellon | School Nurse, AES |
| | Kathie Morrocco | Title 1 Project Manager, SAU 1 |
| | Sherri Nixon | Administrative Assistant, SMS |

| | | |
|--|-----------------------------|--|
| | Lisa Pelkey | Administrative Assistant, CVHS |
| | John Reitnauer | Athletic Director, CVHS |
| | Kimberly Sell | Administrative Assistant, TES |
| | Lori Schmidt | Business Administrator, SAU 1 |
| | Jill Shearer | Administrative Assistant, PES |
| | Gretchen Shippee | School Nurse, CVHS |
| <i>Governance/Steering Committee</i> | Rich Cahoon | Chair, ConVal School Board |
| | Cari Christian-Coates | Director, Student Services, SAU 1 |
| | Alan Edelkind | Member, ConVal School Board |
| | Dr. Ann Forrest | Assistant Superintendent, SAU 1 |
| | Tim Grossi | Facilities Director, SAU 1 |
| | Karen Hatcher | Selectboard Member, Peterborough |
| | Carrie James | Director, Human Resources, SAU 1 |
| | Greg Leonard | Teacher, CVHS; President, CVEA |
| | Janine Lesser | Member, ConVal School Board |
| | Scott Lester | Police Chief, Antrim |
| | Tim Markley | Director, Human Resources, SAU 1 (ret) |
| | Ben Moenter | Special Education Director, SAU 1 |
| | Kevin Pobst | Member, ConVal School Board |
| | John Robertson | Selectboard Member, Antrim |
| | Dr. Kimberly Rizzo Saunders | Superintendent, SAU 1 |
| | Mark Schaub | Systems Administrator, SAU 1 |
| | Rich Scheinblum | CFO, MCH; Parent |
| | Lori Schmidt | Business Administrator, SAU 1 |
| | Ed Walker | Fire Chief, Peterborough |
| | Helfried Zrzavy | Technology Integration, SAU 1 |
| <i>Instruction Committee</i> | Riley Beliveau | Teacher, GBS |
| | Rachael Bowman | Library Media Specialist, CVHS |
| | Tim Conway | Assistant Principal, SMS |
| | Dianne Fitch | Pre-school Coordinator, PES |
| | Lance Flamino | Teacher, CVHS |
| | Kat Foecking | Principal, GBS |
| | Dr. Ann Forrest | Assistant Superintendent, SAU 1 |
| | Rachel Heard | Teacher, GES |
| | Tim Iwanowicz | Teacher, SMS |
| | Amy Janoch | Principal, HES |
| | Diane Johnson | Special Education Coordinator, ES |

| | |
|-----------------|------------------------------------|
| Ashley Jones | Library Media Specialist, CVHS |
| Amelia Joseph | Special Education Coordinator, MS |
| Mary Maughan | Teacher, Case Manager, CVHS |
| Ben Moenter | Director, Special Education, SAU 1 |
| Liz Moore | Teacher, CVHS |
| Tom Morris | Teacher, AES |
| Tyler Mudrick | Teacher, Case Manager, CVHS |
| Jeanette Regis | Teacher, GBS |
| Colleen Roy | Principal, GES |
| Ashley Sipe | Teacher, SMS |
| Terri Sittig | Teacher, GBS |
| Helfried Zrzavy | Technology Integration, SAU 1 |

*School Operations
Committee*

| | |
|----------------------|--|
| Eric Bowman | Teacher, CVHS; First Responder |
| Jen Christensen | Teacher, PES |
| Tim Cotreau | Director of School Counseling, SAU 1 |
| Sarah Edwards | Administrative Assistant, AES |
| Beth Gibney | Principal, FES, Pierce School |
| Mary Goldwaite Gagne | Teaching Administrator, CVHS |
| Michelle Hautanen | Teacher, SMS |
| Ellen Kidd | Teacher; Case Manager, GBS |
| Carrie James | Director, Human Resources, SAU 1 |
| Kristen Levesque Lee | Assistant Principal, PES |
| Tim Markley | Director, Human Resources, SAU 1 (ret) |
| Robert Marshall | Selectboard, Greenfield |
| Heather McKillop | Principal, CVHS |
| Nicole Pease | Principal, DCS; Parent |
| John Reitnauer | Athletic Director, CVHS |
| Deb Riley | Administrator, Special Education, CVHS |
| Lori Schmidt | Business Administrator, SAU 1 |
| Matt Snow | Director, Fresh Picks Food Service |
| Stacy Whitaker | Registrar, CVHS |
| Amy Wing | Terminal Manager, STA |

*Technology
Committee*

| | |
|-------------------|-----------------------------|
| Kevin Carne | Systems Administrator, CVHS |
| Angel Earley | Systems Administrator, ES |
| Kathleen Gauthier | Teacher, TES |
| Matthew Hale | Systems Administrator, GBS |
| Sarah Hale | Technology Integration, GBS |

| | |
|----------------|---------------------------------|
| Annie Keating | Teacher, SMS |
| Jennifer Kiley | Director, Region 14 ATC; Parent |
| San Murray | Technology Integration, SMS |
| Sara Norby | Teacher, SMS |
| Anne O’Bryant | Principal, SMS |
| Mark Schaub | Systems Administrator, SAU 1 |
| Nancy Weil | Technology Support, PES |
| Jon White | Systems Administrator, SMS |
| Fabiola Woods | Principal, TES |

*Wellness
Committee*

| | |
|-----------------------|--|
| Todd Bennett | Student Support Counselor, CVHS |
| Judy Bernadi | School Nurse, CVHS |
| Cari Christian Coates | Director, Student Services, SAU 1 |
| Tim Cotreau | Director of School Counseling, SAU 1 |
| Rebecca Dunn | School Counselor, CVHS |
| Kim Fairbank | Social Worker, CVHS |
| Mary Goldwaite Gagne | Teaching Administrator, CVHS |
| Laura Gourlay | School Counselor, GBS |
| Robin Gregg | School Counselor, AES |
| Trisha Harris | School Nurse, SMS |
| Lexy Heatley | Assistant Principal, GBS |
| Judy Hertzler | Social Worker, SAU 1 |
| Michael Hightower | 504 Interventionist, CVHS |
| Allison Irvine | Teacher, SMS |
| Pam Murphy | School Nurse, PES |
| Dr. Suzanne Schoel | Pediatrician, MCH; Parent |
| Larry Pimental | Principal, PES |
| Deb Riley | Administrator, Special Education, CVHS |
| Deedee St. Cyr | School Psychologist, GBS |
| Jen Swazey | School Counselor, FES |
| Stephanie Syre Hager | Principal, AES |
| Judy Winters | School Counselor, SMS |
| Carol Young | Teaching Administrator, CVHS |

Reopening Implementation Team

The Reopening Implementation Team was charged with creating a detailed plan, using the Reopening Framework as the guiding document. These detailed plans provide a clear road map for reopening both in-person learning as well as remote opportunities at each level and at each school.

| | | |
|----------------------------|------------------------|--------------------------------------|
| <i>Implementation Team</i> | Steve Bartsch | Dean of Students, CVHS |
| | Riley Beliveau | Teacher, GBS |
| | Rachael Bowman | Library Media Specialist, CVHS |
| | Lindsay Caputo | Teacher, GBS |
| | Cari Christian-Coates | Director, Student Services, SAU 1 |
| | Tim Conway | Assistant Principal, SMS |
| | Tim Cotreau | Director of School Counseling, SAU 1 |
| | Dr. Ann Forrest | Assistant Superintendent, SAU 1 |
| | Kat Foecking | Principal, GBS |
| | Eric Fothergill | School Counselor, PES |
| | Beth Gibney | Principal, FES, Pierce School |
| | Mary Goldthwaite Gagne | Teaching Administrator, CVHS |
| | Tim Grossi | Facilities Director, SAU 1 |
| | Michelle Hautanen | Teacher, SMS |
| | Lexy Heatley | Assistant Principal, GBS |
| | Tim Iwanowicz | Teacher, SMS |
| | Carrie James | Director, Human Resources, SAU 1 |
| | Amy Janoch | Principal, HES |
| | Ashley Jones | Library Media Specialist, CVHS |
| | Jennifer Kiley | Director, Region 14 ATC; Parent |
| | Greg Leonard | Teacher, CVHS; President, CVEA |
| | Kristen Levesque Lee | Assistant Principal, PES |
| | Heather McKillop | Principal, CVHS |
| | Ben Moenter | Special Education Director, SAU 1 |
| | Kevin Morneault | Teacher, SMS |
| | Greg Morris | Teaching Administrator, CVHS |
| | Tom Morris | Teacher, AES |
| | Anne O'Bryant | Principal, SMS |
| | Nicole Pease | Principal, DCS |
| | Hannah Petrick | Teacher, CVES |
| | Larry Pimental | Principal, PES |
| | John Reitnauer | Athletic Director, CVHS |

| | |
|-----------------------------|--|
| Colleen Roy | Principal, GES |
| Deb Riley | Administrator, Special Education, CVHS |
| Dr. Kimberly Rizzo Saunders | Superintendent, SAU 1 |
| Mark Schaub | Systems Administrator, SAU 1 |
| Lori Schmidt | Business Administrator, SAU 1 |
| Gretchen Shippee | School Nurse, CVHS |
| Gretchen Stockwell | Speech Language, CVES |
| Stephanie Syre Hager | Principal, AES |
| Fabiola Woods | Principal, TES |
| Carol Young | Teaching Administrator, CVHS |
| Helfried Zrzavy | Technology Integration, SAU 1 |

Implementation Timeline

| | |
|----------------|---|
| Wed, July 29 | Share draft of reopening plan with School Board |
| Thu, July 30 | Board Reopening Plan work session |
| Fri, July 31 | All Staff Meeting - share draft of Reopening Plan Share draft of Reopening Plan with community |
| Tue, August 4 | School Board Meeting - approve reopening plan Send survey to staff to identify in-person and remote employee resources Send communication to parents/guardians to identify either in-person or remote instruction model for every student |
| Wed, August 5 | Individual schools hold informational meetings for families |
| Thu, August 6 | Individual schools hold informational meetings for families |
| Fri, August 7 | Individual schools hold informational meetings for families |
| Sat, August 8 | Individual schools hold informational meetings for families |
| Mon, August 10 | Individual schools hold informational meetings for families |
| Tue, August 11 | Individual schools hold informational meetings for families |
| Fri, August 14 | Staff confirm in-person or remote work preferences by 12pm Parents confirm their commitment to their students' learning model for the fall by 12pm |
| Tue, August 18 | Confirm assignments for staff |

Community Transmission, Mitigation, and Instructional Modes

In order to ensure that the safety of students, staff, and community members remains our highest priority, the Reopening Implementation Team related four instructional modes to the CDC’s [four levels of community transmission and mitigation](#).

The graphic below explains each of the four levels. Decisions to move from one level to another will be based on the review protocol of real-time data by the District’s COVID-19 Monitoring Team which is made up of District staff and local health professionals.

| No detectable or minimal community transmission | Minimal to moderate community transmission | Substantial, controlled transmission | Substantial uncontrolled transmission |
|---|---|---|---------------------------------------|
| Return to full in-person instruction | In-person available, remote available, segmented calendar | Remote for most students, in-person for small groups of priority students | Remote for all students and staff |
| CDC recommends low mitigation | CDC recommends moderate mitigation | CDC recommends significant mitigation | CDC recommends shelter in place |

Daily Protocol with Real-Time Data and Actual Rates

The COVID-19 Monitoring Team will meet daily at 9am to review data on:

1. Staff and/or student cases
2. Check town by town active cases
 - a. Identify as limited (e.g. in a long-term care facility) or
 - b. local (within community)
3. Check regional active cases
4. Check state active cases
5. Check hospitalizations, local and in NH
6. Intelligence report and update with Monadnock Community Hospital infection preventionist for positive test numbers, discuss trends and delineate daily community transmission level
7. Daily Report by School on website dashboard of transmission phase status and numbers identified during daily protocol

Family Choice (In-Person vs. Remote)

When school is operating at the green level (minimal to moderate community transmission, moderate mitigation measures) school buildings will be open for in-person instruction, but families may opt to have their child(ren) learn remotely.

Families opting for remote learning when buildings are open for in-person instruction need to notify their school, in writing, by 12pm on Friday, August 14.

The District recognizes that parents and students may want or need to change the model (remote or in-person) during the course of the school year. Changes to the initial decision are possible by notifying the building principal, in writing, by the first of each month. While schools will accommodate requests as quickly as possible, it may take up to five (5) school days to implement the change.

Change in School Calendar (Segmented Calendar)

After careful consideration of how instruction and learning can best be operationalized within the limitations of the current pandemic, the administration created a segmented calendar for the 2020-2021 school year that replaces the original school calendar (see Appendix C., p. 53).

The segmented calendar leverages the use of outdoor classrooms for the first segment and last segment of the school calendar. Remote learning periods are scheduled following vacations when they coincide with known high travel times, e.g. the return of college students to the area during Thanksgiving and holiday vacations.

This provides predictable switches between in-person and remote instruction. It also allows time for the Facilities Department to do a deep cleaning of all buildings and to make other needed adjustments to our facilities.

Should we be able to extend our periods of in-person learning or need to move to a fully remote learning model, the public will be notified as soon as that decision is made.

2020-2021 School Calendar (Segmented)

Student - 180
 Teachers/SSP - 187
 New Teachers - 197

ConVal School District 2020-2021 School Calendar

Paraprofessionals - 187
 New Paraprofessionals - 188

| |
|--|
| Student School Days (180) |
| Holiday |
| New Professional Staff Days |
| Professional Development Day - PD (No School) |
| Parent/Teacher/SSPs Conference Day (No School) |
| Para PD Day/Teacher/SSPs Classroom Prep |

August - Days = 0

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Aug. New Professional Staff Days
 Aug.26- September Professional Development Day and Reopening Prep - All Staff
 Aug. Para PD Day Teacher/SSPs Classroom Prep

September - Days = 17

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Sept. 8 First Day of School
 Sept. 7 Labor Day

October - Days = 21

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Oct. 12 Columbus Day- Professional Development Day

November - Days = 16

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

Nov. Parent/Teacher/SSPs Conf.; (K-8); PD Day at CVHS
 Nov. 11 Veteran's Day
 Nov. 25-27 Thanksgiving Recess
 Nov. 30-Remote Learning

December - Days = 16

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

Dec. 1-Dec. 22 Remote Learning
 Dec. 23 - 31 Holiday Recess

January - Days = 19

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Jan. 1 Holiday Recess
 Jan. 4-15 - Remote Learning
 Jan. 18 Martin Luther King, Jr. Day

February - Days = 20

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

March - Days = 12

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

March 9 PD Day - All Staff
 Mar. 15-26 Vacation
 Mar. 29-31 - Remote Learning

April - Days = 22

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

Apr. 1-16-Remote Learning

May - Days = 20

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

May 31 Memorial Day

June - Days =

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Last Day of School - half day
 Potential Make-Up Days

Mitigation Strategies

The District has a duty to provide for the health and sanitation of its schools (see NH RSA 194:3, VIII). This duty includes “the daily administration and provision of educational services to students at the school facility including . . . staff, student and parent safety. . .” (see RSA 194-C:4, II(j)).

While the knowledge base on the spread of COVID-19 is still evolving, there are a few facts that are already known. COVID-19 is a highly transmissible disease which requires a concerted effort by all to help suppress the chances of further virus transmission. To this end, the district will implement a variety of mitigation strategies aimed at keeping people safe. While the following routines address mainly students and staff members, these requirements apply equally to anyone needing to enter a school building.

Home Routines

Every student and staff member will complete the home screening procedure.

Home Screening Procedure¹

Before leaving home, students and staff will complete the following steps:

- Temperatures need to be taken. If the temperature is 100.0°F or higher, students and staff need to stay home.
- The following questions need to be answered:
 - Are you experiencing any of the following symptoms?²
 - Fever and chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat, congestion, or runny nose
 - Nausea, vomiting, or diarrhea
- Have you had close contact with someone who is suspected or confirmed to have had COVID-19 in the past 14 days?
- Have you, during the previous 14 days, traveled outside of New England (New Hampshire, Vermont, Maine, Massachusetts, Connecticut, Rhode Island)?

¹ Based on <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

² Based on <https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-24x36-en.pdf>

If the answer is YES to any of the above questions, students and staff need to stay home and contact the school nurse to self-report their symptoms. Nurses will communicate the screening procedures to parents/guardians and will maintain regular communications home to all families with any updates or changes necessary per CDC and NH DHHS guidance. In addition, before leaving home, every student and staff member should wash their hands with soap and water for at least 20 seconds.

Travel Routines and Transportation

In order to minimize the risk of community spread, it is strongly recommended that family members drive students to and from school or that licensed students drive themselves.

If traveling to school by bus, students should wear a mask and follow CDC recommendations with regard to physical distancing while waiting at bus stops. Students will be required to wear masks while being transported on the bus. Students will also be required to maintain physical distancing while entering the bus, being transported on the bus, and exiting the bus.

Students in grades K-4 and 5-8 will be bussed in school-based pod groups.

- Every bus will be cleaned between routes according to CDC guidelines.
- Students will board buses from back to front with members of the same families sitting together, provided that the driver can identify and confirm family members.
- Students will get off the bus from front to back.
- All students will have assigned seating.
- There will be one student to a bench, unless from the same household, to allow for proper physical distancing.
- Drivers and monitors must wear a mask at all times.

Arrival Routines

Signage will be posted at entrances indicating that all persons — students, staff, contracted service providers, or parents/guardians — will be screened for symptoms of COVID-19. All persons awaiting screening will be required to stand in a physically distanced line outside of the building. Nurse/staff will wear a mask, gloves, and face shield for the screening procedure. People who are symptomatic will not be allowed to enter school.

Screening Procedure³

All students and staff will be screened again upon arrival to the school building.

- Temperatures will be checked with a no-touch thermal scanning thermometer.
 - If temperature is 100.0°F or higher:

³ Based on <https://www.dhhs.nh.gov/dphs/cdcs/covid19/documents/employee-travel-guidance.pdf>

- Staff will be sent home.
 - Students will wear a mask and will remain with school nurse/staff in COVID-19 accommodation room to await parent pickup or dismissal.
- The following questions will be asked (in age-appropriate format):
 - Are you experiencing any of the following symptoms:
 - Fever and chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headaches
 - New loss of taste or smell
 - Sore throat, congestion, or runny nose
 - Nausea, vomiting, or diarrhea
 - Have you had close contact with someone who is suspected or confirmed to have had COVID-19 in the past 14 days?
 - Have you, during the previous 14 days, traveled outside of New England (New Hampshire, Vermont, Maine, Massachusetts, Connecticut, Rhode Island)?

If the answer is YES to any of the above questions:

- Staff members will not be allowed to enter the building and will be encouraged to contact their healthcare provider for further guidance.
- Students will be escorted to COVID-19 accommodation space with school nurse/staff to await parent pickup or dismissal. State law mandates that “[w]henver any student exhibits symptoms of contagion or is a hazard to himself or others, he shall be excluded from the classroom and his parents or guardians shall be notified as soon as possible” (see NH RSA 200:39). Parents should contact the student’s healthcare provider for further guidance.
- 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 will not be allowed into the facility.
- Symptomatic persons will be instructed to self-isolate at home for 14 days and contact their health care provider for further guidance and possible COVID-19 testing.
- Asymptomatic persons reporting close contact with someone suspected or confirmed with COVID-19, or who report one of the travel-related risk factors will be asked to self-quarantine for 14 days from their last exposure or return from travel.
- NH residents or out-of-state visitors traveling to/from areas outside of New England (Vermont, Maine, Massachusetts, Connecticut, or Rhode Island) should self-quarantine for 14 days upon arrival to the NH.

Upon entering a school building, hand sanitizer will be provided.

Visitors will not be allowed inside buildings at this time. Similarly, requests for community use of school facilities cannot be honored. When visitors are permitted back into the buildings, they must wear masks and will be screened prior to entering the building.

Approved programs such as Cornucopia and Harris Center may still work with elementary schools in outdoor classrooms.

In-School Routines

- Students will maintain a physical distance of six feet.
- Classroom set-ups will incorporate individual student learning spaces that allow physical distancing to be maintained.
- One-way traffic patterns will be identified and labeled in hallways and on stairs to maximize physical distancing.
- Students will eat breakfast and/or lunch in their individual classrooms or in a designated outdoor space.

Students and staff members will promote and practice frequent hand hygiene by washing hands with soap and water for at least 20 seconds and by using hand sanitizer.

At a minimum, hand hygiene is required:

- Before and after meals and snacks
- Before and during meal preparation or service as necessary to prevent cross contamination
- After outside time
- After using the restroom
- After handling any bodily fluid
- Before and after medication administration
- After cleaning up and handling any garbage
- Prior to leaving for home

All students and staff members will be required to wear a face mask while on school grounds. Face masks need to provide adequate coverage of both the nose and the mouth. If needed, face masks will be provided for staff and students. Regularly scheduled mask breaks will be incorporated into the daily schedule.

A student who refuses to put on their mask shall be removed from the classroom and the parents/guardians shall be required to take their child home (see NH RSA 200:39).

Staff from the Facilities Department will maintain healthy school environments according to CDC guidance.⁴

- Monitor air quality

⁴ Based on <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

- Inspect and upgrade (if appropriate) filters to ensure proper installation and fit
- Airflow maintenance
- Maximize fresh air
- Clean, disinfect, and sanitize
 - Intensify cleaning and disinfection of frequently touched surfaces
 - Clean and disinfect shared spaces between use
 - Routinely clean playground equipment

Staff will maintain healthy school environments by:

- Opening windows.
- Providing fresh air breaks.
- Utilizing outdoor classrooms and spaces.
- Modeling appropriate physical distancing protocols.
- Disinfecting any shared supplies between uses.

Reporting and Communicating Positive Cases of COVID-19

If a student or staff member tests positive for COVID-19, the individual will need to learn and/or work from a remote setting until:

- Documentation from a primary care physician (PCP) clears the individual to return to work/school.
- Symptom-based criteria are met for coming out of isolation:
 - At least 10 days have passed since symptom onset **and**
 - At least 72 hours have passed since recovery, with recovery being defined as the resolution of fever without the use of fever-reducing medications, **and**
 - Other COVID-19 related symptoms have abated.⁵

Administration will notify the Bureau of Infectious Disease Control (603-271-4496) so they can begin the contact tracing protocol. The following information will be shared with the Bureau:

- All students in the class grouping
- All students in the pod/team
- All staff members in the pod/team

As per the Bureau of Infectious Disease Control protocol, administration will notify in writing, via email, the staff members and families of students in the class, pod, and/or team affected. The sharing of this information, as it pertains to students, is deemed an appropriate exception under the health and safety provisos of the Family Educational Rights and Privacy Act (FERPA).

⁵ Based on <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

Determination regarding the suspension of in-person programming for students in a class, pod, or school will be made based on the recommendation of the New Hampshire Department of Health and Human Services.

Outdoor Classrooms and Learning Spaces

The use of outdoor spaces and outdoor classrooms will take place at each building. Outdoor classrooms have been shown to help mitigate viral load and viral transmission.⁶ This provides us with the opportunity to both have students outside to decrease the risks of transmission and to lower the number of students that are indoors throughout the school day. We are working with a local vendor to lease tents for the first and last segments of the school year, taking advantage of the warm to cool temperatures in the fall and the cool to warm temperatures of the spring.

Outdoor classrooms will not be enclosed and students and families will need to plan clothing accordingly as the weather becomes cooler. Each building will be using outdoor classrooms as is best suited for that particular building.

Outdoor classrooms and learning spaces also allow each school to take advantage of outdoor space according to their unique school communities. Each school will have enough tents to accommodate use by all pods on a rotating basis. Schools may use the tents for exploratory outdoor learning, independent reading, lunches, specials, classroom instruction, related services, special education instruction, small group instruction, etc.

Physical Security

Since we will be adding outdoor instructional spaces, we will have additional security needs. We will be contracting with a security company to provide security during the school day. We will use security services as necessary at night.

Staff Development and Preparation

There will be novel planning and demands on the staff, therefore the District has instituted a period of time at the beginning of the school year to support staff in the following ways:

- Developing lessons/routines that will promote the implementation of mitigation strategies — hand hygiene, physical distancing, mask wearing, etc.
- Identifying priority standards and developing assessment rubrics for each of the standards.
- Making adjustments to curriculum maps.
- Developing instructional lessons and units.
- Learning how to better engage students in a remote learning environment.
- Learning how to maximize outdoor learning spaces for instruction.

⁶ Based on <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4504358/>

- Developing their skills for cultivating supportive environments.
- Designing integrated units and co-teaching specifically around Social Emotional Learning (SEL).
- Preparing for the first few weeks of school, focusing on developing new routines utilizing Responsive Classroom practices, Zones of Regulation, Social Thinking, etc.

ConVal Student and Family Engagement

Support for Students and Families

Based on parent feedback from our spring survey, ConVal will share resources and tools to better aid families in supporting their children. These include but are not limited to:

- Teachers will establish office hours.
- The district will implement a Technology Help Desk.
- Parents will be provided with training videos on using Google Classroom.
- Families will have access to social emotional support.
 - The District recognizes that students come to school with a variety of mental health needs, and our school counselors, social workers, and school psychologists will continue to respond to the needs as they arise.
 - The District is committed to expanding its partnership with community agencies and organizations to meet the mental health needs of students and families.
- The district will provide updates to families about efforts to promote social emotional learning for students consistently across the school district.

How Families Can Help

Since many families have reached out to ask how they can help with the reopening of schools, we have put together the following list of recommendations and suggestions:

- If able, drive your child to and from school, or coordinate to carpool with other families in the same cohort or pod.
- Become familiar with the other students in your child's pod or cohort.
- Put together a back-to-school kit that includes five cloth masks that are acceptable to and are comfortable on your child.
- Include in the kit one bottle of hand sanitizer that your child can use at school.
- Please do not allow your child to bring personal toys, stuffed animals, etc. to school.
- Know the health symptoms associated with COVID-19 and complete the screening protocol daily in the morning before leaving for school.
- Be prepared to keep your child at home if they or anyone in the family has symptoms of COVID-19 and report this to the school.
- Make sure your child's immunizations are up to date and provide documentation from a doctor if your child is in a high-risk category for COVID-19.
- Avoid traveling outside of New England or guests from outside New England and follow guidelines related to travel risks as they are regularly updated.

- Prepare your child for a different school experience. Talk with your child about the need to follow new rules on school buses and in school for hand hygiene, mask wearing, and physical distancing.
- Practice proper hand washing technique with your child.
- Get your child the flu vaccine.
- Be prepared to support your child in remote learning if they are quarantined.
- Do not hesitate to contact your child’s teacher, principal, school counselor, or school nurse with questions or concerns.
- Please practice grace and kindness. It is important to model positivity and good citizenship.

Special Education and Students with Disabilities

While we will need to operate within newly established safety guidelines for students, staff and families, we will continue to put forth our best efforts to support all children PreK-12, including those with disabilities, during reopening.

We will continue to follow our approach to adapt, plan, innovate, and partner along with families to meet the unique needs of their children. Through ongoing planning and implementation, the District, schools and staff will work to support individualized educational needs as well as ensure access to an appropriate education for ConVal students.

Technology and Connectivity

Student Devices

Elementary students will each be assigned a device in order to prevent sharing. Devices will remain at school during in-person learning and be sent home with the student when transitioning to remote learning.

Middle and high school students will continue to be issued a device as part of the 1:1 Chromebook initiative. Students at these levels will be expected to bring their device to and from home daily.

Internet Access

The District will continue to work with local cellular vendors to procure cellular hotspots. The hotspots can use a cellular signal to create a WiFi network to which laptops, Chromebooks, and other devices can connect. These devices will be made available to families who have inadequate Internet access at home to support remote learning.

Digital Resources

The District will provide digital resources to staff and families to support training on the technology platforms that are being used with in-person and remote learning. The Technology Committee will seek ongoing feedback from the community to identify technology training needs and provide additional resources and support to address those needs.

Live-Streaming

Technology hardware will be purchased to facilitate learning and live-streaming of classrooms at the middle and high school levels. This will allow students who are learning remotely to access the in-person instruction. The hardware will include web cams, speakers, wireless microphones, and additional monitors. The streamed content will only include the teacher and their instruction, not video of the students and the rest of the classroom.

Before and After School Programs

Before and after school programs will continue to be offered. The district is working with the Souhegan Valley Boys and Girls Club who will be running programs for Antrim Elementary School (AES), Frankestown Elementary School (FES), Greenfield Elementary School (GES), Hancock Elementary School (HES), and Pierce School.

Additionally, the District will continue its cooperative relationship with the School Kids in Peterborough (SKIP) program which plans to offer before and after school care during the periods when the district is open for in-person instruction.

Preschool Programs

The Reopening Plan foresees the continued implementation of our First Friends preschool program and Phase I of the district's [Preschool for All plan](#).

Elementary building principals and implementation team members have been working this summer to include preschool in decisions related to schedules, location of classrooms, and considerations for outdoor learning space. Families with enrolled preschool children will have remote and in-school options for their children.

Preschool will operate as their own pods at Peterborough Elementary School and Antrim Elementary School. At Greenfield Elementary School, preschool will be part of a K-3 pod.

As we consider the unique needs of our preschool students, such as with respect to physical distancing and masks, we will communicate with preschool families in greater detail about reopening in the context of our new program.

Elementary School In-Person Instruction

Groupings

- Students and teachers will be grouped in pods to minimize community spread and maximize the ability for contact tracing by the Bureau of Infectious Disease Control.
- Pods may consist of students in grades K-4 in order to keep households together.
- Each pod will have three to six classroom teachers as well as access to special education services and specialists.
- The number of students in a class will be minimized to maintain physical distancing of six feet.
- In order to adhere to these numbers, some schools will have multi-age classes.

Curriculum/Programming

- Students will attend school five days a week.
- Students will participate in Morning Meeting and Closing Circle each day to foster a collaborative and caring community of learners.
- Students will receive instruction in all core subjects:
 - Literacy
 - Math
 - Social Studies
 - Science
- Students will participate daily in What I Need (WIN), a block of time focused on providing students with instruction/intervention that targets their specific areas of need.
- WIN and other interventions will occur within pods.
- Specials will include art, music, library, and wellness.
- School counselors will support SEL instruction and provide additional support as needed.
- When possible, instruction will take place in outdoor learning spaces and tents.
- Schedules for traveling staff will be developed to decrease the number of transitions between pods and schools.
- Teachers and students will use Google Classroom during in-person instruction to build familiarity with the tool as well as assign, review, and assess student work as developmentally appropriate.

Schedules

- Student arrival/drop-off will be between 8:20am and 8:40am. Instruction will begin at 8:45am. Students will follow a regular daily schedule that incorporates morning meeting, all core subjects, specials, lunch, recess, any related services identified in IEPs/504 Plans, and closing circle.
- Grab & Go breakfast and lunches will be delivered to classrooms or outdoor spaces.

- Dismissal will begin at 3:25pm.

Sample Daily Schedule

This is an example of a daily schedule elementary students may experience. Individual school schedules may differ slightly.

| Pod A | | | Pod B | | |
|---|-----------------------------|-------------------------------|------------------------------|-----------------------------|-----------------------------|
| Grade K | Grade 1 | Grade 2 | Grade 1-2 | Grade 3 | Grade 4 |
| Arrival | | | | | |
| Morning Meeting | | | | | |
| Literacy (45) | SPECIAL (45) (9:00-9:45) | Math (45) | Science/SS (30) | Literacy (30) | Math (30) |
| Snack | Snack | Snack | Snack | Snack | Snack |
| Literacy (45) | Literacy (90) | SPECIAL (45) (10:00-10:45) | Literacy (90) | Literacy (45) | Math (45) |
| SPECIAL (45) (10:45-11:30) Kindergarten | | Math (30) | | Math (75) | WIN (30) |
| Read Aloud | | WIN (30) | WIN (30) | | Literacy (45) |
| Recess (30) | | | LUNCH | | |
| LUNCH | | | Recess (30) | | |
| WIN | Math (75) | Literacy (90) | SPECIAL (45) (12:45-1:30) | Read Aloud | Literacy (45) |
| Math (60) | | | WIN (30) | | |
| Science/SS (30) | WIN (30) | Science/SS (30) | Math (75) | SPECIAL (45) (1:30-2:15) | Science/SS (45) |
| Social Play (30) | Science/SS (30) | Read Aloud | | Science/SS (45) | SPECIAL (45) (2:15-3:00) |
| Closing Circle/Dismissal | | | | | |

A Day in the Life of an Elementary Student

This is an **example** of the daily routine elementary students may experience. Individual school routines may differ slightly.

- | | |
|---------------------------|--|
| Home Routine | <ul style="list-style-type: none">● Parents/guardians complete the screening protocol and take child's temperature.● Practice proper hand hygiene before leaving home. |
| Bus Routine | <ul style="list-style-type: none">● Students must wear masks and practice physical distancing guidelines while riding the bus.● Families are highly encouraged to drive their child or carpool with another family from the same pod. When carpooling, students should wear masks. |
| Arrival Routine | <ul style="list-style-type: none">● As students are dropped off, they will continue to wear masks.● As students arrive they will be screened by a nurse or trained staff member using the screening protocol. |
| School Entry Routine | <ul style="list-style-type: none">● If screening shows no risk, students will move to their classroom following physical distancing and established safe traffic patterns.● Students will enter the building via their pod's designated entrance. There will be multiple entrances/exits based on each pod's location in the building.● If screening shows risk, the student will be escorted to the COVID-19 accommodation room, located separately from the nurse's office, by school nurse/staff to await parent pick up.● Grab & Go breakfasts will be delivered to the classrooms or outdoor spaces.● Students will practice proper hand hygiene before and after eating. |
| Morning Classroom Routine | <ul style="list-style-type: none">● Students must wear masks when engaged in learning indoors. Mask breaks will be provided routinely.● Students will enter the classroom and place personal belongings in their personal learning space/bin/desk.● Students will practice proper hand hygiene and physical distancing.● Students return to their learning space for Morning Meeting. |
| Morning Core Instruction | <ul style="list-style-type: none">● Students remain in their personal learning space during instruction.● When instruction allows for environmental exploration, individual reading or game playing, students will be brought outside and may remove their mask if proper physical distancing can be maintained. |

- Classes within the same pod may be combined during outdoor learning.
- Specials
- Specials will be held in an outdoor setting whenever possible. In the event of severe inclement weather, specials will move to an indoor space.
- Lunch Routine
- Grab & Go lunches will be delivered to classrooms or outdoor spaces.
 - Students will practice proper hand hygiene before and after eating.
- Recess Routine
- Recess will be scheduled by pods in order to:
 - Prevent cross contamination between pods.
 - Limit the number of students in a play area to support physical distancing.
 - Students are not expected to wear masks at recess as long as physical distancing can be maintained.
 - Play structures will be cleaned routinely per CDC guidelines.
 - At the end of recess
 - Students will line up and enter the school through the designated pod door.
 - Students will practice proper hand hygiene and return to their individual learning space.
- Afternoon Core Instruction
- Students will work in their learning space, a combination of indoor or outdoor, for academics and closing circle.
- Dismissal Routine
- Students will practice proper hand hygiene before leaving school.
 - Students will remain in the classroom.
 - Bus riders will be dismissed first and will be called as buses arrive.
 - Parent pick up procedures will vary by school; please see individual school plans for details.

Attendance

Students are expected to attend in-person instruction per district policy [JH - Attendance, Absenteeism, and Truancy](#).

Grading

- Students will be graded using the Elementary Standards-Based Report Card.
- Priority standards will be identified.

Assessment

- Grade-level Professional Learning Communities (PLCs) develop rubrics to assess priority standards.
- Grade-level PLCs create assignments to align with priority standards.
- Student work samples and observations will provide data for assessing student's progress toward meeting standards.
- Data on student performance will be analyzed and used to differentiate the instruction they receive, and students' progress will be monitored.
- Standardized assessments will be administered based on the requirement from the State of New Hampshire Commissioner of Education, Frank Edelblut.

A Day in the Life of an Elementary Teacher

| | |
|-------------------------|--|
| Home Routine | <ul style="list-style-type: none">● Perform symptom screening protocol at home.● If you are healthy, prepare for the day.● Practice proper hand hygiene before leaving home. |
| Teacher Arrival Routine | <ul style="list-style-type: none">● Staff must wear masks upon arrival.● Screening protocol as previously outlined will take place prior to entering the building.● Teachers enter through assigned doors. |
| Student Arrival Routine | <ul style="list-style-type: none">● Greet students as they enter the building/classroom.● Supervise students in hallways to ensure physical distancing. |
| Morning Instruction | <ul style="list-style-type: none">● Conduct Morning Meeting and core instruction in the classroom or outdoor learning spaces.● Specials/planning time● Provide students with regular mask breaks throughout the morning. |
| Lunch/Recess | <ul style="list-style-type: none">● Engage in recess and/or lunch duty as assigned. |
| Afternoon Instruction | <ul style="list-style-type: none">● Conduct core subject instruction either in the classroom or outdoor learning spaces.● Specials/planning time● Provide students with regular mask breaks throughout the afternoon.● Closing circle |
| Dismissal Routine | <ul style="list-style-type: none">● Each school will develop a dismissal plan. Staff will be assigned duty to support physical distancing. |
| Illness | <ul style="list-style-type: none">● If teachers are ill they should follow the regular district established guidelines of entering the absence into Frontline and he/she must call their principal to report the absence. |

Elementary School Remote Instruction

After carefully reviewing family and staff feedback, remote instruction at the elementary level will provide the following:

- Increased instructional time with the teacher (synchronous instruction).
- Curriculum/programming that meets the needs of all students and will mirror, whenever possible, in-person curriculum/programming.
- Monitoring of student attendance and strategic response to nonattendance.
- Ongoing social emotional support for students and staff.
- Training with the use of Google Classroom for staff, students, and family.

Structure & Groupings

- Students who attend school remotely will be assigned a grade-level remote teacher.
- Remote learning will include four days of direct instruction delivered via Google Classroom, Google Meets, and/or ZOOM sessions.
- Students will engage in a minimum of 90-120 minutes synchronous learning per day. Instruction will include both whole-group and small group instruction. One-on-one instruction may also be provided when needed. Teachers will take into account students' developmental academic and social needs when planning and building schedules.
- One Flex Day a week will allow students to work independently to complete assignments. Students may also work with special educators, related service providers, or individual teachers as needed on the Flex Day.
- During Flex Days teachers will review student work, plan and prepare, and collaborate with colleagues.

Curriculum/Programming

- Students will participate in Morning Meeting via Google Classroom, Google Meet, and/or Zoom.
- Students will receive instruction in all core subjects via Google Classroom, Google Meet, and/or Zoom:
 - Literacy
 - Math
 - Social Studies
 - Science
- Social Studies and Science will be integrated into literacy and math.
- Students will participate in What I Need (WIN), a block of time focused on providing students with instruction/intervention that targets their specific areas of need.
- A Specials menu will be provided for Art, Music, Library, and Wellness. The remote

teacher will identify the special activities to be completed each week.

- School counselors will be available to provide SEL support.

Schedule & Day in the Life

- The below example schedule includes time for subject-specific instruction as well as time for parent communication. Survey feedback from parents called for increased amounts of both.
- Actual schedules will be developed by individual remote teachers.

| | | K | 1st | 2nd | 3rd | 4th/5th | Time Requirements |
|-----------|-------|---------------------------|---------------------------|---------------------------|----------------------|---------------------------|---|
| 8 | am | | | | | | |
| | :15 | Morning Message | Morning Message | Morning Message | Morning Message | Morning Message | |
| | :30 | | | | | | |
| | :45 | Morning Meeting | Morning Meeting | Morning Meeting | | | |
| 9 | am | Instructional Time | Instructional Time | Instructional Time | Morning Meeting | Morning Meeting | Morning Meeting: 30 minute Math Instruction: 15 - 30 minutes Literacy Instruction: 15 - 30 minutes Small Groups: 15 - 30 minutes per group (teacher schedules and adds to schedule) WIN: 30 minutes Specials: Choose 2 - 3 activities per week |
| | :15 | | Instructional Time | Instructional Time | | | |
| | :30 | Independent Learning Time | | | | | |
| 10 | am | | Parent Communication | Independent Learning Time | Instructional Time | Instructional Time | |
| | :15 | | | | | | |
| | :30 | Instructional Time | | Instructional Time | | | |
| | :45 | | | | | | |
| 11 | am | Parent Communication | Instructional Time | Instructional Time | Parent Communication | WIN Block | |
| | :15 | | | | | | |
| | :30 | | | | | | |
| | :45 | | | | | | |
| 12 | lunch | LUNCH | | | | | |
| | :15 | | | | | | |
| | :30 | | | | | | |
| | :45 | | | | | | |
| 1 | pm | Instructional Time | WIN Block | Instructional Time | Instructional Time | Instructional Time | |
| | :15 | | | | | | |
| | :30 | WIN Block | Independent Learning Time | WIN Block | Instructional Time | | |
| | :45 | | | | | | |
| 2 | pm | Independent Learning Time | Instructional Time | Independent Learning Time | WIN Block | Independent Learning Time | |
| | :15 | | | | | | |
| | :30 | | | | | | |
| | :45 | | | | | | |
| 3 | pm | Parent Communication | | Parent Communication | Parent Communication | Parent Communication | |
| | :15 | | | | | | |
| | :30 | | | | | | |

Student Attendance

- Students are expected to attend per district policy [JH - Attendance, Absenteeism, and Truancy](#).
- Attendance will be taken during each remote instruction session.
- When a child is ill, parents will follow the school procedure for notification of absence.
- Remote attendance expectations include:
 - Attend daily Zoom meetings for whole and small group instruction.
 - Engage in weekly specials activities.

- Complete daily and weekly assignments.
- Submit completed work to the teacher per schedule developed by the teacher.

Grading

- Students will be graded using the Standards-Based Report Card.
- Priority standards will mirror in-person expectations.

Assessment

- Grade-level Professional Learning Communities (PLCs) develop rubrics to assess priority standards.
- Grade-level PLCs create assignments to align with priority standards.
- Student work samples and observations will provide data for assessing student's progress toward meeting standards.
- Data on student performance will be analyzed and used to differentiate the instruction they receive, and students' progress will be monitored.
- Standardized assessments will be administered based on the requirement from the State of New Hampshire Commissioner of Education, Frank Edelblut.

Staff Illness

- In the event a remote teacher is ill, students will participate in instruction with another remote teacher.
 - Students will be notified of the change through the morning message.
- Teachers should notify his/her buddy teacher and follow the regular district established guidelines of entering the absence into Frontline. Teachers **must** call their principal to report the absence as well.

Middle School In-Person Instruction

Groupings

- Students will attend school five days a week.
- Students and teachers will be grouped in pods to minimize community spread and maximize the ability for contact tracing by the Bureau of Infectious Disease Control.
- Pods will consist of students in grades 5-8 in order to keep households together.
- Each pod will have four core teachers, a special educator, and Unified Arts instructors.
- Number of students in a class will be minimized to maintain six feet distance.
- In order to adhere to these numbers, the middle school will use a Blended Learning Lab.

Curriculum/Programming

- Students will participate in Morning and Afternoon Advisory each day to foster a collaborative and caring community of learners.
- Students will receive instruction in all core subjects:
 - Literacy
 - Math
 - Social Studies
 - Science
- Unified Arts Courses will include Art, Family and Consumer Science (FACS), Physical Education (PE), Health, Integrated Art and Technology (IAT), Band, and Chorus.
- School counselors will support SEL instruction and provide additional support as needed.
- When possible, instruction will take place in outdoor learning spaces. Each middle school will have a number of tents set up on school grounds.
- Teachers and students will use Google Classroom during in-person instruction to build familiarity with the tool as well as assign, review, and assess student work as developmentally appropriate.
- The Blended Learning Lab is an additional learning environment, in which students will access the face-to-face instruction through their Chromebook. The students in the Blended Learning Lab will be able to interact with the teacher and the other students in the face-to-face classroom through the video streaming platform. The Lab will be used to maintain proper class size and provide flexibility for the individual learning needs of students.
- All students will participate in Band and Chorus by grade level in place of General Music as a Unified Arts Course for the 2020-2021 school year.
- The Expanding Horizon Program (EHP) at South Meadow School (SMS) and Extended Learning Program (ELP) at Great Brook School (GBS) will not be available during the 2020-21 school year. We hope to offer some of the opportunities offered through these programs remotely as co-curricular activities.

- Middle school Algebra students will participate in a remote class dedicated only to middle school students. This instruction will take place during a regular scheduled UA class.

Schedules

- Student arrival/drop-off will be between 7:10am and 7:20am. Advisory will begin at 7:25am. Students will follow a regular daily schedule that incorporates Advisory, all core subjects, specials, lunch, recess, and any related services identified in IEPs.
- Late arrivals will call the school upon arrival and the student will be met at the front door and the health screening will be conducted before the student enters the building.
- Early Dismissal: Upon arrival, parents/guardians will call the main office and the student will be dismissed through the main entrance.
- Grab & Go breakfast and lunches may be delivered to classrooms or outdoor spaces.
- Dismissal will begin at 2:20pm.

Daily Schedule for Middle School

| | |
|---------------|--|
| 7:25 - 7:50 | Morning Advisory |
| 7:53 - 8:43 | Instructional Block 1 |
| 8:46 - 9:36 | Instructional Block 2 |
| 9:39 - 10:29 | Instructional Block 3 |
| 10:32 - 11:22 | Instructional Block 4 |
| 11:25 - 1:08 | Instructional Block 5 and Lunch/Recess (staggered by pod) |
| 1:11 - 2:01 | Instructional Block 6 |
| 2:04 - 2:19 | Afternoon Advisory |
| 2:20 | Dismissal |

A Day in the Life of Middle School Student

This is the outline of the daily routine middle school students will experience.

- | | |
|--------------|--|
| Home Routine | <ul style="list-style-type: none"> ● Parents complete the screening protocol and take the child’s temperature. ● Practice proper hand hygiene before leaving home. |
| Bus Routine | <ul style="list-style-type: none"> ● Students must wear masks and practice physical distancing guidelines while riding the bus. ● Families are highly encouraged to drive their child or carpool with another family from the same pod. When carpooling, students should wear masks. |

- | | |
|--------------------------|---|
| Arrival Routine | <ul style="list-style-type: none"> ● As students are dropped off, they will continue to wear masks. ● As students arrive they will be screened by a staff member using the screening protocol. |
| School Entry Routine | <ul style="list-style-type: none"> ● If screening shows no risk, students will move to their Advisory following physical distancing guidelines and established safe traffic patterns. ● Students will enter the building via their pod's designated entrance. There will be multiple entrances/exits based on each pod's location in the building. ● If screening shows risk, the student will be accompanied to the COVID-19 accommodation room, located separately from the nurse's office, by school nurse/staff to await parent pick up. |
| Morning Routine | <ul style="list-style-type: none"> ● Grab & Go breakfasts may be delivered to classrooms or outdoor spaces. ● Students must wear masks when engaged in learning indoors. Mask breaks will be provided routinely. ● Students will practice proper hand hygiene and physical distancing. ● Students will be in a designated learning space for Morning Advisory. ● Students will not be assigned lockers this year, but will have their personal belongings in a classroom that can be accessed as needed. |
| Advisory | <ul style="list-style-type: none"> ● After taking attendance, teachers will facilitate the Middle School Advisory model which focuses on social-emotional learning. ● Themes for Advisory may include character building, soft skills, digital citizenship, executive function skills, social awareness, perseverance, decision making, self-management, bullying/bystander education, and stress management. ● After Advisory students transition to their Block 1 class. |
| Core Instruction | <ul style="list-style-type: none"> ● Students remain in their personal learning space during instruction. ● When instruction allows for environmental exploration, individual reading or game playing, students will be brought outside and may remove their mask if proper physical distancing can be maintained. ● Classes within the same pod may be combined during outdoor learning. |
| Unified Arts Instruction | <ul style="list-style-type: none"> ● Students will travel to Unified Arts instructional spaces and when appropriate, outdoor spaces will be utilized. |
| Lunch Routine | <ul style="list-style-type: none"> ● Grab & Go lunches may be delivered to classrooms or outdoor spaces. |

- Students will practice proper hand hygiene before and after eating.
- Recess Routine
- Recess will be scheduled by pods in order to:
 - Limit interaction to students within their own pod.
 - Limit the number of students in an area to support physical distancing.
 - Students are not expected to wear masks at recess as long as physical distancing can be maintained.
 - Recess equipment will be cleaned routinely per CDC guidelines.
 - At the end of recess:
 - Students will line up and enter the school through their designated pod door.
 - Students will practice proper hand hygiene and return to their individual learning space.
- Afternoon Advisory
- Students will return to their Advisory for an end-of-day check in to prepare for the transition home. This is an important way for the community of learners to peacefully wrap up the day and send students home with a sense of accomplishment and belonging.
 - Grab & Go breakfast and lunches may be delivered to classrooms or outdoor spaces.
- Dismissal Routine
- Students will practice proper hand hygiene before leaving school.
 - Students will remain in Advisory until dismissed.
 - Bus riders will be dismissed first and will be called by pod.
 - Parent Pick-Ups will be dismissed by pod after the buses have departed.
 - Walkers will be dismissed by pod after Parent Pick-Ups

Attendance

Students will be expected to adhere to policy [JH - Attendance, Absenteeism, and Truancy](#)

- Parents are expected to contact the school to report a child's illness or absence.
- Attendance will be taken daily in each class and recorded in PowerSchool.

Grading

- Students will be graded using the established middle school grading scale for all courses. Content area teachers will collaborate to determine common summative assessments to drive grading procedures across pods. Students will be expected to complete robust assignments regardless of whether they are remote or in-person.

Assessment

- Content-area Professional Learning Communities (PLCs) will develop rubrics to assess priority standards.
- Content-area PLCs will create assignments to align with priority standards.
- Student work samples and observations will provide data for assessing student's performance.
- Smaller class sizes will allow for more personalized instruction and real time intervention.
- Standardized assessments will be administered based on the requirement from the State of New Hampshire Commissioner of Education, Frank Edelblut.

A Day in the Life of a Middle School Teacher

- | | |
|-------------------------|---|
| Home Routine | <ul style="list-style-type: none">● Perform symptom screening protocol at home.● If you are healthy, prepare for the day.● Practice proper hand hygiene before leaving home.● If teachers are ill, they should follow the regular district established guidelines of entering the absence into Frontline, and they must call their principal to report the absence. |
| Teacher Arrival Routine | <ul style="list-style-type: none">● Staff must wear masks upon arrival.● Screening protocol as previously outlined will take place prior to entering the building.● Teachers enter through their assigned door. |
| Student Arrival Routine | <ul style="list-style-type: none">● Greet students as they enter the building/classroom.● Supervise students in halls to ensure physical distancing. |
| Instruction | <ul style="list-style-type: none">● Take attendance at the beginning of each instructional block● Deliver morning Advisory and core instruction in the classroom or outdoor learning spaces. |
| Lunch/Recess | <ul style="list-style-type: none">● Engage in recess or lunch duty as assigned. |
| Planning Time | <ul style="list-style-type: none">● Collaborate with colleagues for content-area planning.● Review student work.● Attend meetings as requested.● Prepare lessons.● Connect with families. |
| Afternoon Advisory | <ul style="list-style-type: none">● Connect with students as they transition to home● Reflect with students on the accomplishments of the day and where to focus their attention for the next day. |

Dismissal

- Staff will be assigned afternoon duty to support physical distancing.

Co-curricular and Athletics

Co-curricular activities and athletics will be assessed after the return to school, and parents/guardians will be notified when these activities can be continued.

Remote Instruction at the Middle School

These guidelines are for the following scenarios:

- When in-person instruction is available but certain families opt into remote learning.
- When all students and staff are fully remote.

Attendance

Students will be expected to adhere to policy [JH - Attendance, Absenteeism, and Truancy](#)

- Parents are expected to contact the school to report a child's illness or absence.
- Attendance will be taken daily in each class and recorded in PowerSchool.

Remote Instruction

Remote instruction will be designed to be comparably robust to the in-person experience. At the middle school level, remote instruction will be delivered in a synchronous model (e.g. Zoom, live streaming) directly from their assigned building classroom. When synchronous is not an option for a family due to Internet access, child care, parent supervision, or other hardships that limit a family's ability to access classes synchronously, the school will work with the family to develop a plan. Students will access tasks and assignments on Google Classroom which will serve as the landing page for both in-person and remote instruction.

Schedule

During remote instruction, the in-person instructional schedule will be followed, with live classes meeting during regularly scheduled times. Attendance will be taken in all blocks by teachers through check-ins and live visual contacts.

Advisory

Advisors will be the point persons for students who are working remotely.

- Parents/guardians should contact advisors with any questions regarding important information being sent home from the school/district.
- Students are expected to attend Advisory each day to support their social emotional learning, connections to peers and adults, and keep up with instructional expectations.

Flex Fridays

When all students are participating in remote instruction and learning per the adopted segmented calendar, students will use Flex Fridays to:

- Finish any incomplete work.
- Revise any returned assignments.

- Check and respond to emails from teachers.
- Work on any ongoing projects.
- Meet with teachers who have requested it

“Blue & Gold”: In-Person and Remote Instruction at ConVal High School

In an effort to serve all high school students equitably, ConVal High School will follow the “Blue & Gold Model” for the fall 2020 reopening.

The Blue & Gold instructional model most closely resembles what students already know and expect. It allows them to make personal connections with teachers and peers while helping them to achieve a sense of normalcy by maintaining a predictable schedule. Equally important, this model positions the high school for maximum flexibility along a continuum of blended learning environments which can quickly be adapted, as needed, in response to changing conditions.

Student Cohorts

Classes will be divided into two student cohorts by geographical region: Blue Cohort (students from Antrim, Bennington, Frankestown, Greenfield, Hancock, as well as ATC students from Conant and Mascenic) and Gold Cohort (Dublin, Peterborough, Sharon, and Temple).

Cohorts will attend school in-person or remotely on an alternating, weekly schedule. On Mondays through Thursdays, students will have access to in-school or remote instruction, depending on their schedule. Students will access tasks and assignments through Google Classroom which will serve as the common platform for both in-person and remote instruction. Attendance requirements are the same, whether the in-person or remote option has been chosen.

The ConVal High School model envisions a manner of instructional delivery that maximizes personalization by giving students an element of control over their learning since instruction occurs both in a synchronous and asynchronous manner. The asynchronous portion allows remote students more of a choice in determining the time and location of learning while in-class instruction will offer additional opportunities for personalization due to smaller class size.

The remote option also allows Career and Technical Education (CTE) students traveling to area schools the flexibility to engage with courses that overlap with their travel time. Students traveling to area schools will follow safety protocols at the school that they are attending.

The segmented ConVal school calendar provides periods of remote-only instruction, e.g. from the return from Thanksgiving Break to January 19. A specific schedule for students with A/B classes will be shared with students enrolled in those courses (Band, Chorus, Health and Wellness).

Curriculum

The Blue & Gold Model was specifically designed to maintain the integrity of the established high school curriculum and to provide the appropriate scope and sequence of subject courses.

If ConVal had adopted any other model that was under consideration (e.g. a pod-based system), course offerings would have been severely restricted, and students would have lost the ability to personalize their learning. In contrast, the Blue & Gold Model preserves student voice and choice in helping them prepare for post-secondary education, career, or military service.

Using the Blue & Gold Model, the ConVal School Counseling Department has worked to maintain the previously established 2020-2021 schedules for all students and has found minimal disruption to original course requests.

Attendance

Students will be expected to adhere to policy [JH - Attendance, Absenteeism, and Truancy](#) in remote instruction and in-person or remote. Parents are expected to call the school to inform the school of a child's illness or absence. Attendance will be taken daily in each class and recorded in PowerSchool. Specific action steps will be followed when students have an unexcused absence from a class.

Synchronous vs. Asynchronous

Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time.

Asynchronous learning is a form of education, instruction, and learning that does not occur in the same place or at the same time. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people.

At ConVal High School, both synchronous instruction (through live-streaming) and asynchronous learning options (through "flipped classroom" and Google Classroom-based instruction) will be available to students.

Grading

Students will be graded using the established Conval High School grading scale for all courses. Content-area teachers will collaborate to determine common summative assessments to drive grading procedures across cohorts. Students will be expected to complete robust assignments regardless of whether they are remote or in-person.

Assessments

Students will be evaluated using established common assessments coordinated by subject specific departments. Multiple forms of assessments will be utilized for both remote and in-person. PSAT and SAT assessments will be held on October 14th.

Weekly Schedule and TASC

Direct instruction will be provided each week from Monday through Thursday. In order to limit student movement throughout the building, the usual TASC block in the middle of the day has been suspended for the 2020-2021 school year and the time (51 mins, including passing times) has been redistributed to the existing four block classes. In exchange for the TASC block, customary TASC-related activities such as extra help, relearning opportunities, as well as extensions and enrichments, will be incorporated into regular classes. Mentoring and advising activities with homeroom mentors will now be conducted on Flex Fridays.

Flex Fridays

Students will use Flex Fridays to:

- Finish any incomplete work.
- Revise any returned assignments.
- Check and respond to emails from teachers.
- Work on any ongoing projects.
- Meet with teachers who have requested it.
- Attend TASC homeroom virtual meetings (10:30-11:30am) with homeroom mentors.

Daily Schedule

Upon arrival, students will report to their assigned screening/entry location site. These sites will be: two entrances by the main doors, ATC entrance, gym entrance, and two outdoor locations near tent classrooms.

| | |
|---------------|------------------------------|
| 7:35 - 9:05 | Block 1 |
| 9:10 - 10:35 | Block 2 |
| 10:40 - 12:50 | Block 3 |
| | <i>Lunch A 10:40 - 11:05</i> |
| | <i>Lunch B 11:30 - 11:55</i> |
| | <i>Lunch C 12:25 - 12:50</i> |
| 12:55 - 2:20 | Block 4 |

Co-Curricular and Athletics

Co-curricular clubs and activities may continue to be offered, based on the Blue & Gold cohort model. Co-curricular clubs and groups may be approved to meet remotely at designated times, depending on circumstances and feasibility.

The ConVal Athletic Department will work towards organizing student participation in sports activities under the auspices of the New Hampshire Interscholastic Athletic Association (NHIAA), based on the cohort model. ConVal recommends that licensed student athletes drive themselves and that family members drive their child(ren) to and from athletic events as there may be no late bus.

Staff Absence

In the event that a staff member is absent and no substitute is available, students will report to the Remote Learning Lab on campus

A Day in the Life of a ConVal High School Student

- Daily Home Routine ● Parent/Guardian/Student should complete home screening as previously described in this document.
- Travel Routine ● ConVal recommends that licensed students drive themselves and that family members drive students without a driver's license to and from school.
- Students will be required to wear masks and follow CDC recommendations for physical distancing on buses.
 - Upon arriving on campus, all staff and students will be required to wear masks.
- Arrival ● Masks will continue to be worn. If a student does not remember to bring and wear a mask, students will be given a disposable mask provided by the school.
- Screening protocol, as explained, will take place prior to entering the building. Protocols will begin at 7:10am. Students who arrive earlier are expected to follow physical distancing guidelines while waiting outside.
 - If the screening shows risk, the student will be escorted by school nurse/staff to the COVID-19 accommodation room that is located separately from the nurse's office and will await parent pick-up.
 - After the district screening protocol at their assigned door, students will enter the building and go directly to their first block class, following physical distancing procedures.
 - Hallway and stair traffic will flow according to signage and will be monitored by staff.
 - For the 2020-2021 school year, ConVal High School will follow a "carry-in, carry-out" procedure. Students will not be allowed to leave personal items at school and no lockers will be assigned.
- Pre-Block 1 ● Breakfast will be available at designated sites on a grab-and-go basis.
- The bell will ring at 7:30am as a reminder to prepare to learn.
 - The 7:35am bell will indicate the start of class, Pledge of Allegiance, announcements, etc.
- Block 1**
(7:35-9:05) ● The teacher will take attendance of both in-person and remote students.
- Routine masks breaks will be provided.
- Passing Time (9:05-9:10)* *Hallway and stair traffic will flow according to signage and will be monitored by staff.*
- During passing, larger bathrooms will have a maximum capacity of*

three students; capacity will be monitored by staff.

- Block 2** ● The teacher will take attendance.
(9:10-10:35) ● Routine mask breaks will be provided.

Passing Time *Hallway and stair traffic will flow according to signage and will be*
(10:35-10:40) *monitored by staff.*

- Block 3** Students will have lunch at the designated time during Block 3
(10:40-12:50) (lunch A, B, or C).

- Lunch Period
- Food service bag lunches will be delivered to classrooms.
 - Students will eat lunch in their individual classroom or an outdoor space with their teacher and classmates.
 - Students and staff will clean their learning/eating spaces before and after eating.
- 10:40-11:05 Lunch A
11:30-11:55 Lunch B
12:25-12:50 Lunch C

Passing Time *Hallway and stair traffic will flow according to signage and will be*
(12:50-12:55) *monitored by staff.*

- Block 4** ● The teacher takes attendance.
(12:55-2:20) ● Routine mask breaks will be provided.

- Dismissal Students will be dismissed by:
Routine
- Student drivers
 - Bus riders
 - Students attending after school activities, if applicable.
- The staggered dismissal routine will allow for physical distancing.

A Day in the Life of a ConVal High School Teacher

- Daily Home Routine*
- Teachers will complete their own daily health screening as outlined earlier in the document.
 - If teachers are ill, they will follow the regular procedure of entering their absence in Frontline. If an illness is reported after 5:30am, teachers will need to call and notify Lisa Pelkey (924-3869 ext. 3000).

- Arrival
- Teachers are encouraged to arrive in their classrooms by 7:10am as students will be screened and reporting to their first block classroom. Masks are required prior to entering the building.

- Prior to Block 1
- Teachers will report to their classrooms/tents and inspect the area for cleanliness. Teachers who have cleanliness concerns will make use of available cleaning products and/or contact custodial staff.
 - Teachers who have a Block 1 preparation period can access other school locations and resources or remain in classrooms/tents.
 - Teachers will remind students to maintain physical distancing and keep masks on.
 - Teachers will monitor the hallway to ensure that students are moving to Block I in the appropriate direction while maintaining proper physical distancing.
 - Teachers will model physical distancing for the student body and will not congregate with their colleagues in groups.

- Block 1** Teaching a Class
(7:35-9:05)
- Prepare the classroom for synchronous and asynchronous learning.
 - Take attendance for in-person and remote students.
 - Review the learning objectives and the agenda for the day with all students, which is posted on Google Classroom.
 - Lesson for the day
 - Academic interventions will be addressed in all classes throughout the week.
 - Student work spaces will be sprayed with disinfectant.

Preparation Period

- Construct lesson plans.
- Grade work.
- Hold office hours, or email responses for students in remote sessions.

Passing Time Teachers will be stationed outside classrooms to monitor one-way
(9:05-9:10) hallway traffic and to ensure proper physical distancing.

Block 2 See Block 1 for details

(9:10-10:35)

Passing Time (10:35-10:40) Teachers will be stationed outside classrooms to monitor one-way hallway traffic and to ensure proper physical distancing.

Block 3 (10:40-12:50) See Block 1 for details

Lunch Period

- | | |
|---------------------|---|
| Lunch Period | • During the assigned lunch period, cafeteria staff will deliver lunches to the classrooms, and the teacher will distribute the lunches |
| 10:40-11:05 Lunch A | |
| 11:30-11:55 Lunch B | |
| 12:25-12:50 Lunch C | • Students will be able to remove masks to eat but must maintain physical distancing. |
| | • Students will clean up after themselves at the end of the lunch period. |
| | • If possible, teachers should move class to an outdoor space during the lunch period. |

Passing Time (12:50-12:55) Teachers will be stationed outside classrooms to monitor one-way hallway traffic and to ensure proper physical distancing.

Block 4 (12:55-2:20) See Block 1 for details

- | | |
|-------------------------------|---|
| After school responsibilities | • If small group meetings are needed, they must be held with physical distancing requirements and the use of masks. |
| | • If physical distancing cannot be maintained, meetings have to be conducted remotely. |

Weekly team meetings will be held to assess the effectiveness of instruction and review any procedural changes resulting from evolving circumstances.

Remote Instruction at ConVal High School

These guidelines are for the following scenarios:

- When students are in their designated remote learning week of the Blue & Gold Model.
- When in-person instruction is available but certain families opt into remote learning.
- When the determination has been made that all students and staff will learn and instruct in a fully remote environment.

Students learning in remote settings will be expected to attend each class daily where attendance will be taken. Depending on the course offering, there may be a combination of synchronous or asynchronous instruction. Students will be using a variety of platforms, including Google Classroom, Google Meet, and Zoom to facilitate interactions with peers and teachers throughout the learning process. Students will need to have reliable Internet access.

Full-time remote students will follow their daily schedules to participate in the ongoing learning environment. Attendance will be taken daily for each class. Students who cannot attend live classes for technical reasons or due to illness will develop an asynchronous plan in conjunction with their counselor and with guardian consent.

Asynchronous Learning

During periods of asynchronous instruction and learning, students will:

- Check email and Google Classrooms daily.
- Submit assignments by scheduled due dates.
- Contact advisor or content teacher if unsure of material, directions, or assignment.
- Attend any requested session with your teacher/advisor.

Attendance for students participating in asynchronous instruction will be determined by work completion and being present at previously scheduled check ins with advisor/teachers.

Moving Forward: 2020-2021 and Beyond

The 2020-2021 school year will be a formidable challenge. As we shift our focus from reopening to staying open, we will need the cooperation of all students, staff, and community members. In order to continue in-person instruction, it will be necessary for students, staff, and parents to cooperate with the procedures and protocols outlined in our reopening plan and any updates that may be instituted as the situation evolves.

As outlined in our Reopening Framework, it is our goal to work toward having students on a normal curve of learning by the end of the school year 2022. This will require the District, the School Board, and the community to look beyond the traditional school calendar and implement not only differentiated instruction for students, but recognize that some students may need additional instructional time and support through extended school days and structured year-round learning opportunities.

As we continue our planning process for the remainder of the 2020-2021 school year and beyond, we will keep the community up-to-date on what we believe our successes are and what are challenges will be as we move beyond the COVID-19 pandemic and into a new normal for our students, our staff, and our community.

Appendix A. Glossary of Terms and Acronyms

| | |
|-------------------|--|
| Advisory | A “critical component of middle school [that] connects a teacher (the advisor) with a group of students (the advisees) to provide academic and social emotional support and to strengthen the community of the school” (Benson, Clemente, Doner, Holenko, Januszka, & Searles, 2018). Each schedule at the middle school level includes a daily block of time for Advisory. The time available for Advisory focuses on building relationships, nurturing a growth mindset, and creating a prosocial environment. Advisory curriculum prioritizes strengthening students’ executive functioning (definition below) and 21st Century Skills (critical thinking, communication, collaboration, and creativity). |
| AES | Antrim Elementary School |
| asynchronous | Refers to something not happening at the same time, as in asynchronous instruction where learning occurs through online channels, without real-time interaction |
| ATC | Applied Technology Center, located at ConVal Regional High School |
| CDC | Centers for Disease Control |
| Closing Circle | A component of Responsive Classroom that brings the school day to a peaceful end, enhancing learning, and reaffirming community. |
| Core | Refers to the category of classes that includes English Language Arts, Mathematics, Science, and Social Studies. |
| coronavirus | Coronavirus is a virus named for the crown-like spikes on its surface. There are four main sub-groupings of coronavirus, known as alpha, beta, gamma, and delta. The novel virus causes coronavirus disease 2019 (COVID-19). |
| COVID-19 | COVID-19 is the disease caused by the novel coronavirus which was first identified in 2019. |
| CTE | Career and Technical Education, courses offered by the ATC |
| CVHS | ConVal Regional High School |
| DCS | Dublin Consolidated School |
| EHP | Expanded Horizon Program, enrichment program at SMS |
| ELP | Extended Learning Program, enrichment program at GBS |
| ES | Elementary schools, refers to AES, DCS, FES, GES, HES, PES, Pierce School, and TES |
| FES | Francestown Elementary School |
| flipped classroom | A flipped classroom is an instructional strategy and a type of blended learning that is focused on student engagement and active learning. The essential feature of a flipped classroom is that teachers provide |

| | |
|----------------------|---|
| | pre-recorded instruction before they meet with students either in person or remotely so they can maximize student discussions and engagement. |
| Frontline | Administrative software for absence management |
| GES | Greenfield Elementary School |
| GBS | Great Brook School (middle school) |
| Google Classroom | Learning platform, part of ConVal’s G Suite for Education |
| Google Meet | Video-communication service, part of ConVal’s G Suite for Education |
| Habits of Work | Teachers at the middle school level identified specific habits of work which focus on helping students to understand and hold themselves accountable for their work and social behavior. The <u>Habits of Work Rubric</u> , which was adopted and used by all middle school students and teachers during the 2020-2021 school year, includes criteria associated with meeting deadlines, participation, meeting quality standards, behavior, and social/civic expectations. |
| HES | Hancock Elementary School |
| HS | High school, refers to ConVal Regional High School |
| IAT | Integrated Art and Technology |
| Itinerant staff | Staff members who provide services at different ConVal locations, depending on their weekly schedule |
| LA | Language Arts |
| Learning Progression | The purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. |
| MCH | Monadnock Community Hospital |
| Morning Meeting | A component of Responsive Classroom, morning meeting is held at the beginning of each day and focuses on building and enhancing the connections among students and between students and teachers. The design of morning meeting also works to establish a foundation for respectful and engaged learning, setting students up to experience success, both socially and academically, each and every day. |
| MS | Middle schools, refers to GBS and SMS |
| NH DHHS | New Hampshire Department of Health and Human Services |
| NH DOE | New Hampshire Department of Education |
| NHIAA | New Hampshire Interscholastic Athletic Association |
| PCP | Primary Care Physician |
| PES | Peterborough Elementary School |
| Pierce School | Bennington’s elementary school |
| PLC | Professional Learning Community, a collaborative team of teachers who meet regularly to engage in “recurring cycles of collective inquiry and action research to achieve better results for the students they serve” |

(DuFour, DuFour, Eaker, & Many, 2010). Topics of teacher inquiry connect these essential questions: What does each student need to know and be able to do? How will we know if a student is learning? How will we respond when a student does not learn? How will we enrich and extend the learning for a student who is proficient?

| | |
|----------------------|---|
| Plus Block | The block of time devoted to providing South Meadow School students with extension, enrichment, or intervention opportunities; at Great Brook School, this time is called Target Block. |
| PowerSchool | Student Information System (SIS), used in the ConVal School District |
| PPE | Personal Protective Equipment |
| PSAT | Preliminary SAT/National Merit Scholarship Qualifying Test |
| Responsive Classroom | A student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe and engaging classrooms and school communities for both students and teachers. |
| SAT | Scholastic Aptitude Test |
| SAU | School Administrative Unit |
| SEL | social-emotional learning |
| SKIP | School Kids in Peterborough, after-school program located at PES |
| SMS | South Meadow School (middle school) |
| Special | A term used to refer to the category of classes that includes Art, Band, Chorus, Extended Learning Program, Family and Consumer Science (FACS), Health, Integrated Art and Technology, and Physical Education. The term “specialist” is sometimes used to refer to the teachers of these classes. |
| SSP | Supplemental Service Providers |
| STA | Student Transportation of America |
| synchronous | Refers to something that is happening at the same time, as in synchronous instruction where learning occurs with real-time interactions, either in person or via a remote connection |
| Target Block | The block of time devoted to providing Great Brook School students with extension, enrichment, or intervention opportunities; at South Meadow School, this block is called Plus Block. |
| TASC | Teachers in Academic Support Centers, high school intervention block |
| TES | Temple Elementary School |
| UA | Unified Arts |
| WIN | What I Need, elementary-level intervention block |
| Zoom | Video-communication service used for remote instruction |

Appendix B. 2020-2021 School Calendar (Original)

Student - 180
 Teachers/SSP - 187
 New Teachers - 197

ConVal School District 2020-2021 School Calendar

Paraprofessionals - 187
 New Paraprofessionals - 188

| |
|--|
| Student School Days (180) |
| Holiday |
| New Professional Staff Days |
| Professional Development Day - PD (No School) |
| Parent/Teacher/SSPs Conference Day (No School) |
| Para PD Day/Teacher/SSPs Classroom Prep |

August - Days = 0

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Aug. New Professional Staff Days
 Aug. Professional Development Day - All Staff
 Aug. Para PD Day Teacher/SSPs Classroom Prep

September - Days = 21

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Sept. 1 First Day of School
 Sept. 7 Labor Day

October - Days = 21

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Oct. 12 Columbus Day- Professional Development Day

November - Days = 16

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

Nov. Parent/Teacher/SSPs Conf.; (K-8); PD Day at CVHS
 Nov. 11 Veteran's Day
 Nov. 25-27 Thanksgiving Recess

December - Days = 16

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

Dec. 23 - 31 Holiday Recess

January - Days = 19

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Jan. 1 Holiday Recess
 Jan. 18 Martin Luther King, Jr. Day

February - Days = 15

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

Feb. 22-26 Winter Recess

March - Days = 22

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

March 9 PD Day - All Staff

April - Days = 17

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

Apr. 26-30 Spring Recess

May - Days = 20

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

May 31 Memorial Day

June - Days =

| S | M | T | W | TH | F | S |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Last Day of School - half day
 Potential Make-Up Days

References

- American Academy of Pediatrics (2020). *American Academy of Pediatrics*. 25 June 2020, services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/.
- Bailey, J. P., & Hess, F. M. (2020). *A Blueprint for Back to School*. Washington, DC: American Enterprise Institute. <https://www.aei.org/research-products/report/a-blueprint-for-back-to-school/>
- Bond, Enriqueta, et al., editors (2020). *Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities*. National Academies of Sciences, Engineering, and Medicine; Division of Behavioral and Social Sciences and Education; Board on Science Education; Board on Children, Youth, and Families; Committee on Guidance for K-12 Education on Responding to COVID-19; Standing Committee on Emerging Infectious Diseases and 21st Century Health Threats. <https://www.nap.edu/catalog/25858/reopening-k-12-schools-during-the-covid-19-pandemic-prioritizing>.
- Centers for Disease Control and Prevention (2020). "Considerations for Schools: Operating Schools During COVID-19." Coronavirus (COVID-19), Centers for Disease Control and Prevention, www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html.
- Centers for Disease Control and Prevention (2020). "Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings." Coronavirus (COVID-19), Centers for Disease Control and Prevention, www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html.
- Centers for Disease Control and Prevention (2020). "Get the Facts About Coronavirus." Coronavirus (COVID-19), Centers for Disease Control and Prevention, www.cdc.gov/coronavirus/2019-nCoV/index.html.
- Centers for Disease Control and Prevention (2020). "Symptoms of Coronavirus." Coronavirus (COVID-19), Centers for Disease Control and Prevention, www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html.
- Centers for Disease Control and Prevention (2020). "Symptoms of Coronavirus (COVID-19)." Coronavirus (COVID-19), Centers for Disease Control and Prevention, www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-24x36-en.pdf.
Infographic.

- Cheng, V. C., Wong, S. C., Chuang, V. W., So, S. Y., Chen, J. H., Sridhar, S., ... & Yuen, K. Y. (2020). The role of community-wide wearing of face masks for control of coronavirus disease 2019 (COVID-19) epidemic due to SARS-CoV-2. *Journal of Infection*.
- Hobday, R. A., & Cason, J. W. (2009). The open-air treatment of pandemic influenza. *American Journal of Public Health*, 99 Suppl 2(Suppl 2), S236–S242.
<https://doi.org/10.2105/AJPH.2008.134627>
- Johns Hopkins University eSchool+ Initiative (2020). "Analysis of School Reopening Plans." *Johns Hopkins University eSchool+ Initiative*, edited by Johns Hopkins University, Johns Hopkins University, equityschoolplus.jhu.edu/reopening-policy-tracker/. Accessed 29 July 2020.
- Johns Hopkins University & Medicine. "COVID-19 Map." COVID-19 Map, edited by Johns Hopkins University & Medicine, [jhu.com, coronavirus.jhu.edu/map.html](http://jhu.com/coronavirus.jhu.edu/map.html).
- Kamenetz, Anya (2020). "U.S. Pediatricians Call For In-Person School This Fall." *Mind/Shift*, KQED, 29 June 2020,
www.kqed.org/mindshift/56180/u-s-pediatricians-call-for-in-person-school-this-fall.
- Kamenetz, Anya (2020) et al. "The Coronavirus Crisis: How Safe Is Your School's Reopening Plan? Here's What To Look For," NPR, 6 August 2020,
<https://www.npr.org/sections/health-shots/2020/08/06/897295450/how-safe-is-your-schools-reopening-plan-here-s-what-to-look-for>
- Melnick, H., Darling-Hammond, L., Leung, M., Yun, C., Schachner, A., Plasencia, S., & Ondrasek, N. (2020). *Reopening schools in the context of COVID-19: Health and safety guidelines from other countries*. Learning Policy Institute.
- National Association of School Nurses (2020). "Coronavirus Disease 2019 Resources." nasn.org, National Association of School Nurses,
www.nasn.org/nasn/nasn-resources/practice-topics/covid19. Accessed 23 July 2020.
- New Hampshire Department of Health and Human Services (2020). "Novel Coronavirus 2019 (COVID-19) All Information on the Coronavirus COVID-19 in New Hampshire." COVID-19, nh.gov, www.nh.gov/covid19/.
- Ngonghala, C. N., Iboi, E., Eikenberry, S., Scotch, M., MacIntyre, C. R., Bonds, M. H., & Gumel, A. B. (2020). Mathematical assessment of the impact of non-pharmaceutical interventions on curtailing the 2019 novel Coronavirus. *Mathematical Biosciences*, 108364.
- Opportunity Labs (2020). *Return To School Roadmap*. Opportunity Labs, LLC, 19 May 2020,
returntoschoolroadmap.org/wp-content/uploads/2020/06/District-Leaders--Return-to-School-Roadmap.pdf.

- Prevent Epidemics (2020). "COVID-19 Resources Box It In." Box It In, PreventEpidemics.org, 17 Apr. 2020, *Prevent Epidemics*, preventepidemics.org/covid19/resources/box-it-in/.
- Scott, Ray (2020). "Safe Work Playbook: 2nd Edition | An interactive guide for COVID-19 pandemic preparedness and response." lear.com, edited by Ray Scott, Lear Corporation, playbook.lear.com/Safe%20Work%20Playbook%202nd%20Edition.pdf.
- State of New Hampshire Department of Education (2020). "COVID-19 (coronavirus) Resources for Schools." State of New Hampshire Department of Education, www.education.nh.gov/who-we-are/commissioner/covid-19.
- State of New Hampshire Bureau of Infectious Disease Control (2020). "New Hampshire COVID-19 General Travel and Quarantine Guidance, and Employer Screening and Exclusion Criteria." State of New Hampshire Department of Health and Human Services, www.dhhs.nh.gov/dphs/cdcs/covid19/documents/employee-travel-guidance.pdf.
- Strauss, V. (2020, July 22). Ten things parents could and should do to help schools safely reopen. The Washington Post. Retrieved from <https://www.washingtonpost.com/education/2020/07/22/ten-things-parents-could-should-do-help-schools-safely-reopen/ten>
- University of Washington (2020). *Measuring What Matters*. University of Washington Institute for Health Metrics and Evaluation (IHME), www.healthdata.org/covid.
- U.S. Centers for Disease Control and Prevention (2020). "School Decision Tree." www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf. Infographic.
- U.S. Department of Labor (2020). Occupational Safety and Health Administration. *Guidance on Preparing Workplaces for COVID-19*. U.S. Department of Labor. Occupational Safety and Health Administration. Publications, www.osha.gov/Publications/OSHA3990.pdf.
- U.S. Equal Employment Opportunity Commission (2020), Coronavirus and COVID-19. 6 Apr. 2020, www.eeoc.gov/coronavirus.
- White House (2020). "Guidelines: Opening Up America Again." *Opening America*, whitehouse.gov, www.whitehouse.gov/openingamerica/.
- World Health Organization (2020). "WHO Coronavirus Disease (COVID-19) Dashboard." *WHO Coronavirus Disease (COVID-19) Dashboard*, World Health Organization. covid19.who.int/