



**Contoocook Valley
School District**

Reopening Framework

July 2020



Contoocook Valley School District Reopening Framework



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Introduction

The COVID-19 pandemic has significantly disrupted multiple facets of everyday life. Public education has been no exception. ConVal School District has worked to respond to the evolving circumstances surrounding the pandemic by consistently being aware of the present context of public health in the District, State, and Country while planning, revising, and implementing adaptive school programming.

The planning for the 2020-21 school year, even though we learned a lot from our previous experience, is significantly more complex and far reaching. No longer are we confined to a few months of disruption; we must now look to long-term solutions based on multiple reopening phased scenarios.

This reopening process began before the 2019-20 school year ended. Then, starting June 1st, all staff participated in a ten day evaluation of the remote learning experience and how we must address the future, knowing that it is critically important to develop flexible strategies that can be revised and adapted depending on the level of viral transmission throughout the community.

To address these scenarios, ConVal administration has developed a comprehensive and detailed approach involving over 110 individuals representing internal and external stakeholders formed into a multi-faceted committee structure as follows:

- Governance/Steering
- Wellness
- Instruction
- School Operations
- Technology
- Facilities

The result of this work is presented in this guiding document, the ConVal Reopening Framework.

Purpose of the Reopening Framework

Our Framework provides guidance for a strategic and phased approach that is scalable and can be used to guide the detailed plans that will be necessary to reopen our ConVal schools. While there are significant amounts of school operation information that must be reviewed and planned, it is important that our Framework clearly considers the intersection between public education and public



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health. This Framework, based upon the guiding beliefs noted below, has been developed as a planning tool and is designed to be fluid between the identified phases of reopening in the key areas of Wellness, Instruction, School Operations, Technology and Facilities.

New Hampshire school districts have been provided with only minimal guidance on identifying the criteria of when it is safe to reopen schools and how to do so. Therefore, this Framework has been developed specifically for ConVal public schools and will be updated and modified as circumstances continue to change.

Guiding Beliefs

- Safety first – the safety of our students, faculty, 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 envision and implement an improved model for providing the children in our communities a robust PK-12 public education.



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- 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.

Phases Defined

The phases are not a step-by-step progression, but instead are responsive phases that we can move in and out of based on public health guidance and circumstances particular to the ConVal District, the Southwest Region, and the State of New Hampshire.

<p>Phase 1 – Significant Restrictions (Fully or mostly remote instruction)</p>	<p>Phase 2 – Restrictions (Combination of remote and on-site instruction)</p>	<p>Phase 3 – Limited Restrictions (Fully on-site with safety precautions in place)</p>
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Governance/Steering Committee

This Committee is responsible for overseeing the development of the Reopening Framework, communicating the Framework, being sure that the Framework is integrated, complete, and aligns with the guiding principles, as well as articulating a vision of what school may look like at each phase. Additionally, the Governance/Steering Committee is responsible to gather information from stakeholders and oversee and guide the work of the other committees.

Activity	Phase 1 Significant Restrictions	Phase 2 Restrictions	Phase 3 Limited Restrictions
Articulate vision	What does school look like?	What does school look like?	What does school look like?
Assess necessary additional capacity	How will we implement the model(s)?	How will we implement the model(s)?	How will we implement the model(s)?
Determine stakeholder expectations	What support will stakeholders need; what information will they need to understand what is being done?	What support will stakeholders need; what information will they need to understand what is being done?	What support will stakeholders need; what information will they need to understand what is being done?
Communication	How do we communicate to various stakeholders our actions and the reasons for them?	How do we communicate to various stakeholders our actions and the reasons for them?	How do we communicate to various stakeholders our actions and the reasons for them?
Establishment of a COVID-19 Reopening Committee at each school level to operationalize this Reopening Framework	Establish a Reopening Committee	Continue to review and adjust Reopening status	Continue to review and adjust Reopening status



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<p>Develop a Reopening Communications Plan – Communications will be both a centralized and de-centralized approach – elements include weekly superintendent videos, parent letters, newsletters, website, etc.</p>	<p>Implement Communications Plan</p>	<p>Implement Communications Plan</p>	<p>Implement Communications Plan</p>
<p>Work with the National Education Association (NEA)/Contoocook Valley Education Association (CVEA) and unions on contract implications for the implementation of this Reopening Framework</p>	<p>Partner with NEA/CVEA to continue to support students through remote instruction, and hybrid models</p>	<p>Partner with NEA/CVEA to continue to support students through remote instruction and hybrid models</p>	<p>Partner with NEA/CVEA to support students through remote instruction and hybrid models</p>



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Wellness Committee

This committee is dedicated to helping students, parents, and staff safely return to school, through planning and considering interventions and being prepared to address a wide range of mental health and social emotional wellness needs of children and staff when we reopen. The collaboration with community and organizations is essential to provide the students, parents, and staff with the tools necessary to offer the additional support that will be needed. Staff professional development will be provided to focus on the key topics identified in the Wellness section of the Reopening Framework.

Activity	Phase 1 Significant Restrictions	Phase 2 Restrictions	Phase 3 Limited Restrictions
<p>Develop a comprehensive plan to support staff well-being and the Social Emotional Learning (SEL) of students and in support of our educational delivery model including: remote instruction, hybrid models, and on-site – including expanded SEL supports for loss and mental health challenges.</p> <p>Communicate resources available through our benefit providers that are available to employees and their families.</p>	<p>SEL learning and support should be a priority. Staff training provided through webinars, training videos, zoom face-to-face support</p> <p>Incorporate SEL lessons into instruction - how to support students and staff with social emotional support</p> <p>Foster relationships and support emotional needs for students</p>	<p>SEL learning and support should be a priority. Staff training provided through webinars, training videos, zoom face-to-face support</p> <p>Incorporate SEL lessons into instruction</p> <p>Build inclusive, relationship-centered practices to create supportive classroom environments utilizing the resources developed by the SEL team, Conval 2025 teams in each school</p>	<p>SEL learning and support should be a priority. Staff training provided through webinars, training videos, zoom face-to-face support</p> <p>Incorporate SEL lessons into instruction</p> <p>Build inclusive, relationship-centered practices to create supportive classroom environments utilizing the resources developed by the SEL team, Conval 2025 teams in each school</p>



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<p>Reallocate/restructure school counselors' assignments to support students and families 5 days/week in every school in collaboration with other support staff.</p>	<p>Counselors assigned to each school to support staff, students and families</p> <p>Elementary and middle-school counselors would conduct small group support to students on a consistent basis and as needed. More classroom counseling lessons with collaboration with the classroom teachers (SEL should be prioritized) and small groups - which include multiple schools as part of groups, as well as across grade levels</p> <p>High school counselors have adequate staffing. Community partnerships are important to continue to build. Referral sources to continue. More focus on running more groups and coordinating with teachers. Supporting the TASC classrooms and providing whole group support. TASC should be coordinated with a</p>	<p>Counselors present in each school to support staff, students and families - both in-school and remote</p> <p>Remote Elementary and middle-school counselors would conduct small group support to all students on a consistent basis and as needed. More classroom counseling lessons with collaboration with the classroom teachers (SEL should be prioritized) and small groups - which include multiple schools as part of groups, as well as across grade levels</p> <p>In-school Instruction would require a counselor in each setting where students are present - this may indicate a need for more staff</p> <p>High school counselors have adequate staffing - It is important to continue to build community partnerships;</p>	<p>Counselors present in each school to support staff, students and families both in-school and remote. The movement from location to location should not occur for counseling staff which may indicate a need for more staff</p>
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	<p>weekly check-in with students and families</p>	<p>referral sources to continue; place emphasis on running more groups and coordinating with teachers; supporting the TASC classrooms and provide whole group support; TASC should be coordinated with a weekly check-in with students and families - this will provide in-home TASC support, as well as in classroom support</p>	
<p>Establish a crisis response team focused on staff and student mental health and wellness. This team will work in liaison with the Conval 2025 school teams through a Multi-Tiered System of Supports (MTSS) approach.</p> <p>Identify members of the district-level Crisis Response Team, who will serve as a resource for building based crisis teams.</p> <p>Identify examples of a crisis that impacts students, staff, and/or families, i.e. mental</p>	<p>In a remote setting, information will be provided to families regarding resources and supports - this could include phone or video consultation</p> <p>When a staff member learns that a crisis has occurred, the building-based crisis response team will be alerted. The building-based team will then alert the district-level Crisis Response Team to determine what resources are needed beyond what the building-level crisis team can support</p>	<p>Information will be provided to families regarding resources and supports - this could be provided remotely through phone or video consultation or face-to-face with students and parents in a school building. Referrals to community support, housing, wraparound and other issues with which families are struggling</p> <p>When a staff member learns that a crisis has occurred, the building-based crisis response team will be alerted. The building-based team will then</p>	<p>When a staff member learns that a crisis has occurred, the building-based crisis response team will be alerted. The building-based team will then alert the district-level Crisis Response Team to determine what resources are needed beyond what the building-level crisis team can support</p> <p>Delivery of supports and resources will be determined by crisis team members and may involve in-person staff and community resources</p>



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<p>health, physical health/ COVID-19 resurgence, death, interfering/disruptive behaviors that are a risk to the student’s safety and/or the safety of others.</p> <p>Establish a schedule of regular communication between district-level and building-based crisis response teams.</p>	<p>Delivery of supports and resources will be determined by crisis team members and may involve in-person staff and community resources via remote interaction</p>	<p>alert the district-level Crisis Response Team to determine what resources are needed beyond what the building-level crisis team can support</p> <p>Delivery of supports and resources will be determined by crisis team members and may involve in-person staff and community resources</p>	<p>Information will be provided to families regarding resources and support. Support could be provided remotely through phone or video consultation or face-to-face with students and parents in a school building. Referrals to community support, housing, wraparound and other issues with which families are struggling.</p> <p>Counselors, School Social Workers, School Psychologists to provide in building support to students with the availability of home based services.</p>
<p>Assess natural resources to determine the need for external supports.</p> <p>Reach out to existing vendor resources in the community about the possibility of expanded work.</p> <p>Educating parents about protocols and resources that will apply to whatever model</p>	<p>Identify and plan with partners in a remote setting</p>	<p>Identify and plan with partners in a hybrid setting</p>	<p>Identify and plan with partners for a full return to school</p>



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<p>is decided on, possibly partnering with community-based organizations (Grapevine, River Center, Monadnock Region System of Care, Health Care Providers) and community members to support the deployment of education and information to support staff, students and families.</p>			
<p>Assess staff’s mental health readiness - questionnaires, surveys, direct outreach, etc.</p> <p>Offer tiered level of supports.</p> <p>Different challenges for staff of different ages, family stress - this could be causing some mental health stress e.g.; age discrimination, single parents, parents of young children with a dual role, staff with ill families.</p>	<p>Determine staff’s readiness in regard to mental health through remote survey</p>	<p>Determine staff’s readiness in regard to mental health through observation and consultation in a hybrid option</p>	<p>Determine staff’s readiness in regard to mental health through observation and consultation</p>



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<p>Provide resources for staff self care.</p> <p>Communicate resources that are available to employees and their families through our benefit providers.</p> <p>Managing the balance between family and teaching.</p> <p>Staff ability to express their feelings and connect with colleagues.</p> <p>Develop staff support groups in each building.</p>	<p>Assess the needs of present staff in a remote setting. Follow up check-in</p>	<p>Assess the needs of staff - middle of the summer</p>	<p>Assess the needs of staff - two weeks prior to returning in the fall</p>
<p>Communication with families needs to provide information on:</p> <ul style="list-style-type: none"> Resilience strategies with children Talking through trauma Tips on how to talk to children about COVID-19 	<p>Implement communication to be distributed</p>	<p>Implement communication to be distributed</p>	<p>Implement communication to be distributed</p>



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<p>Work to empower parents to set up virtual playdates - educate them on the tools they can use to create these opportunities</p> <p>Returning protocols</p> <p>Transparent communication with regard to the harm reduction of COVID-19 related illness</p>			
<p>Outreach to students that are at risk re: mental health - assessment of the students' present status (classroom teachers' experience) using the Signs of Suicide (SOS) survey, systematic screening.</p> <p>Development of a student-led focus group.</p> <p>Educational series including the films Angst, Like, Upstanders - provided by</p>	<p>Review of the teacher roster and determine what student might need to be reached out to</p> <p>Webinar information provided through Indieflix with panel and webinar options</p>	<p>Screening for students for social and emotional concerns upon the return in the fall</p> <p>Webinar information provided through Indieflix with panel and webinar options</p>	<p>Screening for students for social and emotional concerns upon the return to school</p> <p>The importance of students being able to interact with peers and be social - think creatively about ways for students to interact in a safe way to build social and emotional health (new ways to do recess, etc.) Student focussed group development</p>



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<p>Webinar with a live panel for middle-school and high-school students.</p>			<p>Webinar information provided through Indieflix with panel and webinar options.</p>
<p>Hire more nurses in the return of students to school to support the medical needs as a result of the pandemic. This may need to be a contracted service with an agency to provide the nursing services.</p>	<p>Monitoring symptom surveillance and daily attendance log/phone calls with follow up as needed. Guidance and education could be provided</p>	<p>Ongoing communication with families of those with high risk factors to assist collaboration of learning in the safest environment</p>	<p>Increased level of nursing support to the staff, students, and families</p> <p>Anticipate the following as the two biggest challenges with this phase:</p> <p>Isolating students who are determined to be ill at school. An annexed isolation room will be required.</p> <p>Continuing to provide daily medication to those who require a dose during school hours without increasing the risk of illness exposure. Concerns with a mobile med cart is the need to maintain confidentiality. It would be ideal to have two doors for the health office, one leading to the "well" daily</p>



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			visit area and one to the "sick" room
Assessment of individual health risk for those with high-risk factors	High alert and awareness of students and staff with personal or family high-risk factors remote instruction to continue for those with health considerations	High alert and awareness of students and staff with personal or family high-risk factors Ensure safety measures are in place for in person interaction	Alert and awareness of students and staff with personal or family high-risk factors Ensure safety measures are in place for in person interaction
Nursing services – expanded model – ability to isolate students who may be COVID-19 symptomatic or may have had exposure	During remote learning nursing staff would provide support to families to assist with the health needs of their children.	Annex nursing space is established for students in building to be able to isolate and quarantine students displaying illness symptoms. Consider putting daily medications on a mobile cart.	Annex nursing space is established to be able to isolate and quarantine students displaying illness symptoms. Consider putting daily medications on a mobile cart.
Illness management – enhanced requirements for students and staff to be out if presenting with any flagged health considerations. Development of a plan on how to approach lack of compliance	Limited or no staff will be in the building during this phase.	Expanded stay-at-home requirements for students and staff who present with flagged health considerations or potential exposure to COVID-19	Expanded stay-at-home requirements for students and staff who present with flagged health considerations or potential exposure to COVID-19



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with health and safety protocols in a respectful, educating way.			
Plan for illness management, virus exposure, and communication – preventive measures, isolation, contact tracing, and notifications.	SAU and school-specific notifications to all members of the community Methods of Communication: phone calls, videos, email, social media, website, newsletters, etc.	SAU and school-specific notifications to all members of the community Methods of Communication: phone calls, videos, email, social media, website, newsletters, etc.	SAU and school-specific notifications to all members of the community Methods of Communication: phone calls, videos, email, social media, website, newsletters, etc.



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Instruction Committee

The goal of the Instruction Committee is to ensure that every student is on track for success academically, socially, and emotionally by the end of the 2022 school year. This goal will be met through extensive planning and the careful consideration of priority standards, as well as developing a system of support at all phases of instruction.

Activity	Phase 1 Significant Restrictions	Phase 2 Restrictions	Phase 3 Limited Restrictions
<p>Create a flowchart that outlines the process for addressing staff absences and potential staff shortages.</p> <ul style="list-style-type: none"> • Flexible enough to use with all staff in each phase • Clarifies expectations when developing plans, as well as who should be involved • Acknowledges increased role of building and district level administrators • Acknowledges need to follow any agreements established through a Memorandum of Understanding (MOU) between the CVEA and the School Board • Acknowledges that plans should be shared with families when developed or revised 	<p>Identify options available within the building and across the district for providing short and long term coverage. For short term coverage, describe what would happen if the options identified were not available on a given day</p> <p>From a systems perspective, consider what should be put into place to minimize the impact of teacher absence on students’ educational experience (clearly identified priority standards, collaborative planning, shared/common lessons and assessments, etc.)</p> <p>Develop a template for creating short and long term plans</p>	<p>Considerations for Phase 1</p> <p>If the District needs to implement a model that incorporates both face-to-face and remote learning, consider individual staff needs/circumstances (e.g., underlying health conditions that increase risk, lack of childcare) and, when required or possible, put into place appropriate accommodations</p> <p>Training/Information for short and long term substitutes</p>	<p>Considerations for Phase 1 and 2</p> <p>Ensure short and long term plans for coverage maintain identified safety precautions (e.g., If one of the options identified in a plan involves re-assigning students to a different teacher/classroom, ensure that identified safety precautions will be maintained even if the reassignment of students increases the size of a class.)</p>



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<p>Identify and describe the Educational Delivery Model(s) that will be implemented during each phase.</p>	<p>When/If possible, provide on-site, face-to-face instruction and services to individual or small groups of students for whom remote learning has proven to be ineffective--e.g., likely instruction and services that would be provided by a special educator, related service provider, school counselor, specialist, or paraprofessional as classroom teacher schedules will be filled with providing remote instruction and support</p> <p>If able, provide teachers with the options of either working from home or working from their classroom</p> <p>If possible, provide a Flex Day</p>	<p>Identify the various combinations of remote and on-site, face-to-face instruction that could be implemented</p> <p>Identify any non-negotiables</p> <p>Identify any options that individual students/families, teachers, and/or schools could choose to implement based on their specific/unique needs, circumstances, setting, goals, etc.</p> <p>If possible, provide a Flex Day</p>	<p>Ensure that identified safety precautions can and will be maintained</p> <p>Continue to provide a remote or hybrid option to students for whom being fully on site is not in their best interest (e.g., students who have underlying health conditions that put them at higher risk, students for whom remote learning proved to be more effective than on-site, face-to-face learning)</p>
<p>As specific plans are developed for each phase using the guidance provided in this Framework...</p> <p>a. Include how information will be shared with key stakeholders (staff,</p>	<p>Include how information will be shared with key stakeholders.</p> <ul style="list-style-type: none"> - What information needs to be shared? 		



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<p>students, families, community members and partners).</p> <p>b. Describe how input/feedback will be solicited from key stakeholders.</p> <p>c. Identify training and support that staff, students, and/or parents/guardians may/will need.</p>	<ul style="list-style-type: none"> - With whom does the information need to be shared? - Who will share the information? - How will the information be shared? - How will we ensure that the intended audience has received and understands the information shared? - Identify/Put into place appropriate structures that will support the ongoing, timely sharing of important information to key stakeholders. <p>Describe how input/feedback will be solicited from key stakeholders.</p> <ul style="list-style-type: none"> - Identify/Put into place appropriate structures that provide key stakeholders the opportunity to provide solicited and 		
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	<p>unsolicited input and feedback.</p> <ul style="list-style-type: none">- Identify ways in which key stakeholders can provide unsolicited input and feedback.- Identify ways in which input and feedback from key stakeholders will be sought out.- How will the opportunity to share input and feedback ensure that the information collected represents the diverse makeup of each stakeholder group? <p>Identify training and support that staff, students, and/or parents/guardians may/will need.</p> <ul style="list-style-type: none">- When a need for training or support is identified, determine and put into place the best option for providing it - e.g., a single stand alone		
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	<p>training, a series of trainings, establish help desk/office hours when individuals could sign up or drop in for support when needed, provide a list of people to contact when support is needed, a combination, etc</p>		
<p>Determine how classes/courses offerings may be impacted by the educational delivery models identified in each of the phases.</p>	<p>All planned classes and courses will run. If in-person instruction is paramount for specific elements of a class or course, limited access to campus should be considered</p> <p>Develop a plan that supports equitable access for students who disengage from required/provided instruction</p> <p>When possible, provide more co-taught sections of classes/courses to enhance student learning and to better meet the range of needs</p> <p>Provide targeted instruction to maximize mastery of essential</p>	<p>Phase 1 considerations</p> <p>Provide purposeful, expanded instruction to maximize mastery of essential skills and standards</p> <p>High-School Specific: Collaborate with instructors whose classes have special considerations for most appropriate models and expectations</p>	<p>Phase 1 and 2 considerations</p> <p>Provide purposeful instruction of all grade-level standards with needed restrictions for safety</p>



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	<p>skills and standards, given reduced amounts of instructional time</p> <p>Create and implement interim service plans if appropriate to address IEP services</p> <p>Determine which co-curricular, extra-curricular, and sport offerings can be offered</p> <p>High-School Specific: Encourage flexibility in requirements to earn credit - e.g., pre-determine skills or content necessary for a Pass</p> <p>Are there courses that may be able to earn credits outside of their discipline - e.g., Band/Choir assesses text and musical analysis and presentation skills towards an elective English credit instead of a Visual Performing Arts credit</p> <p>This would be an appropriate time to differentiate High School diplomas - e.g., ConVal 20 credit State standards,</p>		
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	<p>ConVal 26 credit, ConVal 32 credit diploma with honors. This may encourage higher enrollment numbers from upperclassmen who have fewer required credits remaining</p>		
<p>Develop clear expectations around attendance during each phase (fully remote, hybrid, and face-to-face).</p>	<p>Review Policy JH - Attendance, Absenteeism, and Truancy and related procedures to determine what changes are needed when teaching and learning remotely</p> <p>The attendance policy and related procedures need to be implemented consistently across buildings</p> <p>The attendance policy and related procedures need to be communicated early and clearly to families</p> <p>Parents/Guardians should still call the school and inform the school of a student’s illness and absence</p> <p>Should the definitions of excused vs. unexcused be</p>	<p>Phase 1 considerations</p> <p>Clarify any differences between how attendance will be handled when in remote vs. when on-site, in person</p>	<p>Phase 1 and 2 considerations</p>



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	<p>modified during remote learning?</p> <p>Review the District's current procedures that respond to multiple absences - letters home, developing plans, etc.</p> <p>Consider developing flexible expectations for attendance</p> <p>What role will participating in scheduled live, online meetings play in determining attendance?</p> <p>What role will completing activities and assignments play in determining attendance?</p> <p>Clarify how teachers should be taking and reporting student attendance</p> <p>Develop a procedure for identifying and responding to students who are not participating in live lessons and/or not completing class activities and assignments.</p>		
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	<p>Identify the most vulnerable students (students with disabilities, English-language learners, students who are homeless or live in temporary housing, migrant students, students who live in poverty or whose families face other challenges, and students directly affected by COVID-19 due to a death or job loss in their family) to recognize and prioritize their needs</p>		
<p>Develop expectations around grading that will be applicable to all phases in order to ensure consistency.</p>	<p>Clearly define expected student outcomes for selected standards and/or competencies - i.e., what does it really look like for a student to meet or exceed a specific standard or competency?</p> <p>Grade-level and subject-area teachers need to collaborate to identify, develop, and implement effective assessments for remote learning</p>	<p>Phase 1 considerations</p> <p>Grade-level and subject-area teachers need to collaborate to identify, develop, and implement effective assessments in a hybrid model</p>	<p>Phase 1 and 2 considerations</p>



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	<p>Use of authentic assessments from home - potential shift to project-based learning</p> <p>Establish expectations for providing feedback to students and families - how often and what kind?</p> <p>Define and communicate the grading policy and procedures before remote learning begins</p> <p>Elementary Specific: Revisit grading expectations from the spring</p> <p>Rating system to identify level of parent or teacher support?</p> <p>Rating system from report cards (I, D, WS, NE)?</p> <p>Continue to use N (not enough evidence) for students who do not attend or turn in work?</p> <p>Revise the report card?</p>		
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	<p>Middle Specific: Consider adopting the grading procedure from the high school (algorithm that takes into account students' current grades)</p>		
Promote healthy hygiene practices.	<p>Educators will communicate expectations related to healthy hygiene that ensure the safety of staff, students, and visitors when on campus</p> <p>If the District begins the year remotely, expectations should be shared before transitioning to Phase 2 or 3</p>	<p>Educators will communicate expectations related to healthy hygiene and implement any protocols developed by the district to ensure the safety of staff, students, and visitors when on campus</p> <p>Educators will put into place any needed structures and/or routines that will further ensure expectations are met</p>	<p>Educators will communicate expectations related to healthy hygiene and implement any protocols developed by the district to ensure the safety of staff, students, and visitors when on campus</p> <p>Educators will put into place any needed structures and/or routines that will further ensure expectations are met</p>
Implement a Multi-tiered System of Supports (MTSS) for academics and social emotional learning that will be applicable/adaptable to all phases in order to ensure consistency.	<p>Each school/level needs to review their current MTSS for academics and social emotional learning and consider what adjustments need to be made in order to continue its implementation in a remote learning environment</p> <p>Consider:</p>	<p>Each school/level needs to review their current MTSS for academics and social emotional learning and consider what adjustments need to be made in order to continue its implementation in a hybrid learning environment</p> <p>Consider:</p>	<p>Each school/level needs to continue to develop their MTSS for academics and social emotional learning</p> <p>Consider:</p> <p>What do/will all students receive (core academic and social emotional learning curriculum)?</p>



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	<p>What do/will all students receive (core academic and social emotional learning curriculum)?</p> <p>How do/will we identify students who need additional support in order to be successful? How will we monitor students who are receiving additional support? Identify assessments and develop an overall assessment plan</p> <p>What intervention programs and resources do/can we offer at each tier? Identify available and needed intervention programs and resources</p> <p>What staffing is available to provide support at each tier? Consider the flexible use of staff to maximize the use of available staff</p> <p>Identify the most vulnerable students (students with disabilities, English-language</p>	<p>What do/will all students receive (core academic and social emotional learning curriculum)?</p> <p>How do/will we identify students who need additional support in order to be successful? How will we monitor students who are receiving additional support? Identify assessments and develop an overall assessment plan</p> <p>What intervention programs and resources do/can we offer at each tier? Identify available and needed intervention programs and resources</p> <p>What staffing is available to provide support at each tier? Consider the flexible use of staff to maximize the use of available staff</p>	<p>How do/will we identify students who need additional support in order to be successful? How will we monitor students who are receiving additional support? Identify assessments and develop an overall assessment plan</p> <p>What intervention programs and resources do/can we offer at each tier? Identify available and needed intervention programs and resources</p> <p>What staffing is available to provide support at each tier? Consider the flexible use of staff to maximize the use of available staff</p>
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	<p>learners, students who are homeless or live in temporary housing, migrant students, students who live in poverty or whose families face other challenges, and students directly affected by COVID-19 due to a death or job loss in their family) to recognize and prioritize their needs</p>		
<p>Develop a plan for assessing students' learning progress and loss when students return that includes multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback).</p>	<p>Determine which assessments will provide the most valid and useful information - online assessments, feedback surveys, performance/observation through Zoom and/or Google Hangout, project-based assessments, parent conferences/feedback, etc.</p> <p>Determine the most efficient, valid, and useful way to administer assessments - face-to-face, 1:1, small group, whole group</p> <p>Develop a plan for students who are not meeting or</p>	<p>Phase 1 considerations</p> <p>Determine additional assessments needed for expanded standards</p> <p>Focus on formative assessments and observation. Develop protocols for identifying appropriate assessments and documenting progress</p> <p>Develop a plan for students who are not meeting or exceeding benchmarks after analyzing assessment data</p>	<p>Phase 1 and 2 considerations</p> <p>Determine and implement a more robust assessment plan that focuses on monitoring and supporting students to make any needed "catch up" growth</p>



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	<p>exceeding benchmarks after analyzing assessment data</p> <p>Communicate an overall plan for assessment for when students return to school that includes timelines for giving assessments, analyzing data, and making adjustments to curriculum and academic goals based on the data</p> <p>Testing windows may need to be modified depending on the phase</p> <p>Consider the frequency of assessments</p> <p>Consider the role of screening vs. diagnostic assessments and formative vs. summative</p> <p>Build students' capacity to complete assessments remotely</p> <p>Use assessments to build relationships and connect with students</p>		
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	<p>Allow for differentiation in the assessment plan</p> <p>Provide any needed PD to support teachers with the administration of assessments and/or analysis of data from assessments</p> <p>Make sure teachers have the needed access to assessment data (AIMSweb, NWEA, etc.)</p> <p>Structure time for teachers to meet to analyze and respond to assessment data. Discuss trends across subjects/courses to identify any skills that may need to be shifted “up” or “down” the curriculum progression</p>		
<p>Connect with the Department of Education (DOE) about changes to testing, grading, report cards, and promotion policies, and outline decision points.</p>	<p>Develop and implement a protocol for reciprocal communication with the DOE and how to disseminate general and special education information to stakeholders</p>	<p>Develop and implement a protocol for reciprocal communication with the DOE and how to disseminate general and special education information to stakeholders</p>	<p>Develop and implement a protocol for reciprocal communication with the DOE and how to disseminate general and special education information to stakeholders</p>



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<p>Ensure that schools and teachers are engaging in intentional curriculum planning and documentation, inclusive of curriculum maps, pacing plans and calendars, and lesson plans, to ensure continuity of instruction.</p>	<p>Continue time for collaborative curriculum planning and documentation that will prioritize a narrowed set of power standards</p> <p>Designate time for weekly collaborative team meetings to plan, review student work, analyze assessment data, and adjust instruction as needed - e.g., fFlex Day</p> <p>Designate time for individual staff to engage in intentional curriculum planning, analyze assessment data, and communicate with parents and students with predictable consistency</p> <p>Identify priority standards, content, skills and outcomes</p> <p>Update, and keep current, both core maps and diary maps</p>	<p>Continue time for collaborative curriculum planning and documentation that will prioritize a narrowed set of power standards while expanding upon phase 1 standards</p> <p>Phase 1 considerations</p>	<p>Continue time for collaborative curriculum planning and documentation that will prioritize a narrowed set of power standards while expanding upon phase 2 standards</p> <p>Phase 1 and Phase 2 considerations</p> <p>Continue intentional curriculum planning with the goal of having students back on-track by the end of 2021-2022 SY</p>
<p>Assess the capacity of structures outside of the regular school day, such as</p>	<p>Consider remote options for summer programming: K-12 Extended School Year (ESY),</p>	<p>Consider remote and hybrid options for summer programming: K-12 Extended</p>	<p>Consider remote, hybrid, and face-to-face options for summer programming: K-12</p>



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<p>summer learning options, extended day, and after school programming, to potentially be leveraged to support students in need of learning recovery.</p>	<p>K-4 Title I , 9-12 Summer Academy, etc.</p> <p>Consider remote extended day: Targeted, subject-specific interventions facilitated by intervention staff working a staggered schedule, 5th Block interventions, Virtual Office/Help Hours, embedding/integrating essential content and skills in extra-curricular activities when possible, etc.</p>	<p>School Year (ESY), K-4 Title I, 9-12 Summer Academy, etc.</p> <p>Consider remote and hybrid options for extended day: Targeted, subject-specific interventions facilitated by intervention staff working a staggered schedule, 5th Block interventions, Virtual Office/Help Hours, embedding/integrating essential content and skills in extra-curricular activities when possible, etc.</p> <p>Consider embedding/ integrating essential content and skills in before- and after-school programming</p>	<p>Extended School Year (ESY), K-4 Title I , 9-12 Summer Academy, etc.</p> <p>Consider remote, hybrid, and face-to-face options for extended day: Targeted, subject-specific interventions facilitated by intervention staff working a staggered schedule, 5th Block interventions, Virtual Office/Help Hours, embedding/integrating essential content and skills in extra-curricular activities when possible, etc.</p> <p>Consider embedding/ integrating essential content and skills in before- and after-school programming</p>
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Contoocook Valley School District Reopening Framework



School Operations Committee

The goal of the School Operations Committee is to examine school procedures and protocols that may have to be updated and/or changed in order to support best practice at each phase of reopening such as attendance, hiring practices, transportation and schedules and making recommendations about reallocation of resources based on necessary changes. Additionally, school operations will interface with our municipal insurer and legal counsel regarding our implementation plans.

Activity	Phase 1 Significant Restrictions	Phase 2 Restrictions	Phase 3 Limited Restrictions
Cafeteria (breakfast and lunch programs) – cafeteria access restricted Consider delivering meals to classrooms for the youngest students (consider non-classroom distanced locations within buildings) Consider addressing outside food protocols	All school meals served in small cohort sizes within classrooms To-go options and remote deliveries will be made as permissible by State and Federal guidelines	Limited access to cafeteria spaces with limited seating, social distancing, and limited sharing of any supplies, condiments, etc. To-go options and remote deliveries will be made as permissible by State and Federal guidelines	Expanded access to cafeteria access with appropriate restrictions TBD To-go options and remote deliveries will be made as permissible by State and Federal guidelines
Food Services – food program for families with food insecurity to continue based on DOE guidance and program availability	State & USDA guidelines dictate how meals can be provided for off-campus students	State & USDA guidelines dictate how meals can be provided for off-campus students	State & USDA guidelines dictate how meals can be provided for off-campus students



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<p>Identify protocols for the sharing of supplies, materials, technology, in classroom use items and food service serving items between students, staff and groups in all classroom/school settings.</p> <p>Protocol for ordering supplies in limited sharing mode - guidelines for what items this applies to and how to determine an adequate amount to purchase.</p>	<p>No sharing of classroom resources between classrooms - strongly enforced and restricted</p> <p>Students are provided with individual supplies and computers that are not shared</p> <p>Students' belongings are seperated from others' and in individually labeled containers, cubbies, or designated areas</p> <p>Classroom items are used by individual students and are sterilized after use</p> <p>Discourage sharing of items that are difficult to clean or disinfect</p>	<p>No sharing of classroom resources between classrooms - strongly enforced and restricted</p> <p>Students are provided with individual supplies and computers that are not shared</p> <p>Students' belongings are seperated from others' and in individually labeled containers, cubbies, or designated areas</p> <p>Classroom items are used by individual students and are sterilized after use</p> <p>Discourage sharing of items that are difficult to clean or disinfect</p>	<p>Restricted sharing of classroom resources</p> <p>Students are provided with individual supplies and computers that are not shared</p> <p>Students' belongings are seperated from others' and in individually labeled containers, cubbies, or designated areas</p> <p>Classroom items are used by individual students and are sterilized after use</p> <p>Discourage sharing of items that are difficult to clean or disinfect</p>
<p>Childcare support services</p>	<p>Suspend on-site before and after school care services if full remote learning</p> <p>On-site before and after school care by Boys and Girls Club/SKIP/The Grapevine/Avenue</p>	<p>On-site before and after school care by the Boys and Girls Club/SKIP with some restrictions</p>	<p>On-site before and after school care by the Boys and Girls Club/SKIP with restrictions</p>



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	A with significant restrictions and expectations		
Consistent groups – no sharing of students, teachers, etc. – no mixing of groups with other groups	Strongly enforced and restricted	Restricted	Limited restrictions
Contact Tracing ability – develop a model to limit groups, isolate groups, and track group contact using schedules, cameras, or perhaps other technology including staff, students, visitors and parents. Identifying immune compromised students/staff.	Enhanced Contact Tracing systems in place to track and document all student and staff contacts as positive cases are identified Implement district protocols around privacy and CDC guidelines for identifying our population of staff and students in a high risk category	Enhanced Contact Tracing systems in place to track and document all student and staff contacts as positive cases are identified Adhere to district protocols around privacy and CDC guidelines for identifying our population of staff and students	Contact Tracing systems in place to track and document all student and staff contacts with limited fidelity and more student and staff freedoms Adhere to district protocols around privacy and CDC guidelines for identifying our population of staff and students
Student / staff / service provider screening checklists –	Not applicable if in full remote learning	Faculty and students will be expected to comply with	Faculty and students will be expected to comply with



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<p>students, staff and service providers must attest to health symptoms and potential exposure to COVID-19 including being restricted on campus and required to quarantine.</p> <p>Small schools do not have full-time nurses so who will monitor health issues and implement health protocols.</p>	<p>When applicable, faculty and students will be expected to comply with COVID-19 attestation and quarantine expectations</p>	<p>reduced COVID-19 attestation and quarantine expectations</p> <p>School Board/District Office will have a plan in place if temporary additional health staff is needed</p>	<p>further reduced COVID-19 attestation and quarantine expectations</p>
<p>Transportation services – bussing with limited capacity and social distancing and hygiene expectations.</p>	<p>Suspended transportation services if in full remote learning</p> <p>Limited bus transportation based on capacity limits as well as social distancing expectations – enhanced cleaning and sanitization of busses and possible PPE requirements</p>	<p>Expanded bus transportation with significant restrictions and social distancing – enhanced cleaning and sanitization of busses</p>	<p>Expanded bus transportation with reduced restrictions and social distancing – enhanced cleaning and sanitization of busses</p>



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Legal review of Reopening Framework including liability exposure, risk management, notifications, waivers, releases, etc.	Counsel to review and provide input on Reopening Framework	Counsel to review and provide input on Reopening Framework	Counsel to review and provide input on Reopening Framework
Athletics/co-curricular activities, school plays, assemblies, or other events with participation/attendance by students, parents and community members	Suspended – guidance provided by the New Hampshire Interscholastic Athletic Association (NHIAA)	Under review by administration – significant restrictions implemented	Permissible with restrictions
School and employee handbook expansion to include an addendum identifying new logistical considerations to support the expectations, implementation and enforcement of this Reopening Framework with regard to COVID.	Implement handbook changes	Implement handbook changes	Implement handbook changes
Absenteeism tracking and analysis – health screening questions for absent students and staff as well as return to	Daily and weekly compilation of absenteeism for staff and students – trend analysis – personal calls from school	Daily and weekly compilation of absenteeism for staff and students – trend analysis – personal calls from school	Daily and weekly compilation of absenteeism for staff and students – trend analysis – personal calls from school



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campus protocols to be developed	nurses to parents around COVID-19 symptom concern	nurses to parents around COVID-19 symptom concern	nurses to parents around COVID-19 symptom concern
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Technology Committee

The Technology Committee’s focus is on providing students, families, and staff with the technology tools and training to be successful in creating a safe and effective learning environment both virtually and in person. The committee used feedback from staff and families to identify hardware, software, and training needed to increase our capacity to implement, access, and support remote learning. The committee will continue to identify tools and training needed to connect the in-person and remote learning.

Activity	Phase 1 Significant Restrictions	Phase 2 Restrictions	Phase 3 Limited Restrictions
Device availability to support remote learning – expanded device program for families without dedicated student devices – evaluate the need to support families with limited internet connectivity	<p>Explore additional device/hotspot purchases using ESSER funds to support families during remote learning or a hybrid model</p> <p>Additional information to families regarding ISP options and home networking improvements</p> <p>Increase Chromebook availability for elementary students</p> <p>Increase building laptop availability for remote use</p>	<p>Expand outdoor WiFi availability at buildings</p> <p>Increase hardware needed for streaming classroom lessons</p>	Support technology needs



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	Develop procedure for distributing technology back out to families in the fall		
Identify specialized software and equipment that cannot be accessed from home or via Chromebook	<p>Increase touchscreen or tablet availability to assist with math and science</p> <p>Increase document camera availability</p> <p>Clean up and add notes to items in LearnPlatform</p> <p>Identify instruction that requires a laptop and not a Chromebook</p>	Schedule students in small groups to access specialized technology on location (ATC)	Support technology needs
Remote support to be expanded within remote instruction or a hybrid model	<p>Expanded remote IT support for remote instruction or hybrid model</p> <p>New tier of support - teachers helping support other teachers and students with technology needs</p> <p>Develop and publish phone communication protocols</p>	Explore use of alternative funding for staff technology PD	Support technology needs



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	<p>Determine if current level of tech support is sufficient</p> <p>Expanding Help Desk access to integrators and other teachers</p> <p>Clarify and publish tech support process for parents, students, and staff</p>		
<p>Develop protocols to safely use shared technology – copy machines, printers, time clocks, intercoms, phones, etc.</p>	<p>Protocols will be established to safely use and clean devices exchanged in repair process</p>	<p>Protocols will be established to safely use and clean shared technology resources</p> <p>Identify an limit use of shared phones</p> <p>Relocation of devices to allow for better access/traffic flow</p> <p>Explore expanded use of student personal phones</p>	<p>Protocols will be established to safely use and clean technology lab spaces</p>
<p>Technology training for staff, students, and parents</p>	<p>Offer Zoom/small group in-person sessions on Google Classroom and other platforms as needed</p>	<p>Offer Zoom/small group in-person sessions on Google Classroom and other platforms as needed</p>	<p>Offer Zoom/small group in-person sessions on Google Classroom and other platforms as needed</p>



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	<p>Look into expanding Hoonuit availability to community</p> <p>Develop resource lists for most common platforms</p>	<p>Look into expanding Hoonuit availability to community</p> <p>Develop resource lists for most common platforms</p>	<p>Look into expanding Hoonuit availability to community</p> <p>Develop resource lists for most common platforms</p>
Identifying needs of assistive technology	Survey staff to identify assistive technology needs	Survey staff to identify assistive technology needs	Survey staff to identify assistive technology needs
Develop virtual social expectations for teachers and students	<p>Use existing online resources to determine common online etiquette</p> <p>Develop resources for teachers to talk to students about appropriate student to student etiquette</p>	<p>Use existing online resources to determine common online etiquette</p> <p>Develop resources for teachers to talk to students about appropriate student to student etiquette</p>	
Identify teachers/staff that can provide tech coaching/help to other teachers	<p>Integrators given time to help train the mentors for a common lesson</p> <p>Process for connecting mentors to mentees</p>	<p>Integrators given time to help train the mentors for a common lesson</p> <p>Process for connecting mentors to mentees</p>	<p>Integrators given time to help train the mentors for a common lesson</p> <p>Process for connecting mentors to mentees</p>
Determining common technology platforms to be	<p>Google Classroom</p> <p>Zoom/Meet</p>	<p>Google Classroom</p> <p>Zoom/Meet</p>	<p>Google Classroom</p> <p>Zoom/Meet</p>



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used and provide training for all stakeholders	VirBela	VirBela	VirBela
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Facilities Committee

The Facilities Committee reviewed our current practices to provide clear guidance for maintaining high air quality as well as a safe, sanitized environment for our students and staff. The Facilities group has also made recommendations for use of our campuses, including procedures for entering buildings and how students move and access space inside the buildings. The Facilities group will continue to guide these processes through the changes that may occur based on recommendations at the Federal and State level.

Activity	Phase 1 Significant Restrictions	Phase 2 Restrictions	Phase 3 Limited Restrictions
School campuses – operational status will be a modified Secure Campus – campuses will have restricted accessibility	Access to schools will be restricted per Secure Campus status	Access to schools will be restricted per Secure Campus status	Access to schools will be restricted per Secure Campus status
Emergency Operations Plan (EOP) – expansion of EOP based on COVID-19 factors to include all possible scenarios	Work with police and fire departments as well as public officials to review current EOP with expanded contingency planning based on COVID-19	Implement expanded EOP	Implement expanded EOP
Symptom screenings including temperature checks – daily health checks upon arrival	All faculty and staff will be subject to temperature checks or other screenings upon entering the building	Faculty, staff and students will be subject to temperature or other screening based on public health guidance	Faculty, staff and students may be subject to temperature checks or other screening, based on public health guidance



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<p>Building entry and exit – arrival and dismissal</p> <p>Consider preschool as well as they need car seats - where would these be left</p>	<p>Limited cohort size, social distancing, limited points of access and timing</p>	<p>Expanded cohort sizes based on public health guidance</p>	<p>Expanded cohort sizes based on public health guidance</p>
<p>Classrooms – reduced numbers with social distancing spacing</p>	<p>N/A in remote learning</p>	<p>Limited cohort sizes of students including staff – all interaction required to be within social distancing separation expectations of ≥ 6 feet</p>	<p>Limited cohort sizes of students including staff – all interaction required to be within social distancing separation expectations</p>
<p>Bathroom use/access – protocols for students and staff will be established to ensure social distancing, access, and cleaning expectations</p>	<p>Strongly enforced and restricted</p>	<p>Restricted</p>	<p>Limited restrictions</p>
<p>Use of Personal Protective Equipment (PPE) – students and staff</p>	<p>PPE expectations TBD - masks, gloves, face shields for nurses and temperature screenings, based on public health guidance</p>	<p>PPE expectations TBD - masks, gloves, face shields for nurses and temperature screenings, based on public health guidance</p>	<p>PPE expectations TBD - masks, gloves, face shields for nurses and temperature screenings, based on public health guidance</p>



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<p>Enhanced cleaning and sanitizing schedule for schools – per <u>CDC recommendations</u></p> <p>Additional cleaning per current CDC recommendations is an additional 41.76 hours nightly. Will need a minimum of six (6) additional people to cover all schools.</p>	<p>Cleaning – sanitizing schedule for schools – per <u>CDC recommendations</u></p>	<p>Cleaning – sanitizing schedule for schools – per <u>CDC recommendations</u></p>	<p>Cleaning – sanitizing schedule for schools – per <u>CDC recommendations</u></p>
<p>All facilities – change HVAC filters to MERV 13 rated filters; consider installing I-wave ionization technology in all buildings at a cost of \$81,000.</p>	<p>To maximize air exchange in all locations through HVAC systems</p>	<p>To maximize air exchange in all locations through HVAC systems</p>	<p>To maximize air exchange in all locations through HVAC systems</p>
<p>Emergency operations support – Emergency Management Services – need for Emergency Shelter or Point of Dispensing (POD)</p>	<p>School facilities remain available to local and regional Emergency Management needs</p>	<p>School facilities remain available to local and regional Emergency Management needs</p>	<p>School facilities remain available to local and regional Emergency Management needs</p>
<p>Facilities Use (Buildings) - during the school day</p>	<p>Suspended</p>	<p>Requests to be evaluated by SAU administration</p>	<p>Requests to be evaluated by SAU administration</p>



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Facilities Use (Buildings) - outside of the school day	Suspended	Requests to be evaluated by SAU administration.	Requests to be evaluated by SAU administration
Structural Enhancement - including but not limited to: quarantine room, additional bathroom and or handwashing stations. Creating signs as reminders of protocols.	Remote learning is in place, buildings closed to non-staff. Possibility of staff teaching remotely from classrooms.	Structural enhancements are in place to maximize social distancing and CDC and State protocols. All schools have established an isolation area.	Evaluate Structural Enhancements and make adjustments according to updated State recommendations.
Traffic Pattern and movement through school. Hallway markings if applicable	Remote learning is in place, buildings closed to non-staff. Possibility of staff teaching remotely from classrooms.	Each school will develop traffic patterns suitable for maintaining recommended social distancing. Creating appropriate signage.	Evaluate traffic patterns and make adjustments according to updated State recommendations
Grounds Use	Suspended	Requests to be evaluated by SAU administration guided by the CDC and State guidelines.	Requests to be evaluated by SAU administration guided by the CDC and State guidelines.



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Resources

[Opening Up America Again published by the CDC](#)

[WHO Coronavirus Disease \(COVID-19\) Dashboard](#)

[NH Department of Health and Human Services – COVID-19](#)

[CDC – COVID-19](#)

<https://preventepidemics.org/covid19/boxitin/>

<https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19>

<https://www.education.nh.gov/who-we-are/commissioner/covid-19>

<http://www.healthdata.org>

<https://coronavirus.jhu.edu/map.html>

<https://www.eeoc.gov/coronavirus>

<https://returntoschoolroadmap.org>

<https://lear.com/safeworkplaybook>

<https://www.osha.gov/Publications/OSHA3990.pdf>