



Learning Skills
Academy
Grades 3-12
Back-to-School
Guidance

July 2020

Much of the information you will be reading in this guidance comes directly from the NHDOE and the Governor and has been amended to meet LSA's needs.

The health and safety of students, staff, administrators and teachers is the top priority relative to the physical reopening of schools. The State of New Hampshire knows that local school districts are collaborating with local and state health officials and community partners in moving forward to reopen and we encourage that process to continue. In doing so, the reopening ensures that protocols will align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols recommended by the State and implemented at LSA may adapt as local conditions related to COVID-19 change.

A safe return to LSA is the primary goal, with accommodations for individuals, students and educators, who due to underlying health concerns are not able to return to in person learning. This guidance is dynamic and as circumstances and data change, it may require updating.



I. Introduction

- **Ensuring student and staff safety**—Student and staff safety remain the primary factor in developing recommendations, based upon the recognition that various mitigation efforts can be effective in reducing risk but cannot entirely eliminate it.
- **Student, family and educator accommodations**—Since remote instruction began, it is clear that individuals have differing levels of comfort and risk tolerance in how they responded to COVID-19. Knowing that it is not possible to completely eliminate risk, each individual must determine if and how he or she will engage in school. LSA will reopen for in-person instruction in the fall of 2020, but this document also provides guidance for accommodations so that all learners—even those with underlying health risk factors—can participate.
- **Being responsive to individual learners, families and educators**—Remote instruction revealed a number of strengths and areas for improvement relative to the current education system. For example, some students who had success in the pre-pandemic instructional model, struggled with remote instruction while others thrived in the autonomy and self-agency that defined remote instruction. This guidance gives consideration to both the strengths and mitigating the weaknesses.

II. General Guidance to Protect Education Providers, Staff, and Students

LSA has a leadership team to formulate and implement a family and community communications plan. The focus of this leadership team is to develop LSA's return-to-school plan using the recommendations set forth in this document.

LSA will use its administrative team for COVID-19 coordination; its role is to monitor guidance (which is frequently changing), coordinate facility level responses, troubleshoot problems, and serve as a liaison with public health and other State and local partners. The Executive Director will facilitate obtaining necessary information in the event of a public health investigation of a person(s) with COVID-19.

Community Communications Plan

To streamline information, LSA will use email and text messages to our families and staff. We may use the LSA website, if needed.

Text messaging will allow LSA to quickly connect with families and staff in the event of an incident requiring more rapid response. We hope to avoid community panic which may result in parents arriving at school to remove their children based on inaccurate information or at inopportune times.

Communication about any person suspected or confirmed to have COVID-19 while at the school will be coordinated with NH DHHS, Division of Public Health Services (DPHS) because details about the specific situation and context will impact public health recommendations and further actions that the school should take to protect students and staff from further spread of COVID-19. NH DPHS may also assist in drafting communications about specific situations and events.

LSA wants to keep parents informed as to how the school is progressing with its reopening plans, how those plans are being implemented at the start of school and changes that may be needed once students are back in the building.

Critical topics include:

- Expectations for the proper use of cloth face coverings/masks.
- School operations to ensure frequent cleaning and disinfection.
- Recommendations about hand hygiene, social distancing, and other prevention and mitigation strategies.
- Requirements for families about when to keep a student home from school (e.g., any student with even mild symptoms of COVID-19 needs to stay home and get tested for COVID-19).
- Policies that encourage sick staff members to stay at home.
- A system for self-reporting of symptoms.
- How the school will handle any student or staff identified with symptoms of COVID-19.
- LSA will document, report, and coordinate with public health officials to investigate and respond to any person with suspect or confirmed COVID-19.
- LSA will coordinate communications with public health officials to notify staff and families, in accordance with proper legal and privacy rights.
- LSA parents, teachers and staff must understand the importance of physical distancing and good hygiene practices.
- Students, families and staff must understand the possible symptoms of COVID-19.
- Sick staff members and students must not return to school until they have either tested negative for COVID-19 and are feeling better, or have met CDC criteria to discontinue home isolation.
- Anyone who has close contact with a person diagnosed with COVID-19 should cooperate with State or local public health officials and stay home and self-monitor for symptoms for 14 days after their last exposure to the person with COVID-19, following CDC guidance if symptoms develop. If a person does not develop symptoms, follow appropriate CDC and state public health guidance for home quarantine and testing after an identified COVID-19 exposure. Since LSA has students from three states, LSA will work with local Rye officials but families should also notify their own community's public health agency.

Public health protocols play the primary role in student and staff safety. Such protocols are subject to change as circumstances on the ground change, we will continually monitor communications from NH public health officials.

1. LSA will monitor staff and student absenteeism to identify illness patterns.
2. LSA will use the process outlined below for screening staff, students, and visitors daily for [symptoms of COVID-19](#) or risk factors for exposure prior to entering the educational facility(see screening questions below).
 - **For students, the parents/guardians are required to screen their child for symptoms or risk factors daily before allowing the child to travel to school. Families must use checklist of symptoms and risk factor screening questions below so they can clearly identify what symptoms and risk factors warrant the student to stay at home.**
 - **A Google form will be used to confirm the information; this form will be necessary for entry to school. This Google form must be completed by the family by noon on every Sunday. If this form is not completed, the student will be returned by bus to the home on the next school day, Monday.**
 - **Staff will be asked to complete this form every day before entry to school**
 - **LSA may also consider implementing a second screening process for students (focused on asking about symptoms of COVID-19) at LSA either upon entry to the facility, or conducted by the teacher as students arrive to their first class of the day.**
3. COVID-19 symptom and risk factor screening involves asking if anyone in the family:
 - Has any [symptoms of COVID-19](#) (list/call-out individual symptoms for screening process)?
 - Has had close contact with someone who is suspected or confirmed to have COVID-19 in the prior 14 days?
 - Traveled in the prior 14 days outside of New England (outside of NH, VT, ME, MA, CT, RI)?

(Note: because the epidemiology of the COVID-19 pandemic is rapidly changing, LSA will check with NH DPHS and the NH DOE to ensure that schools are using the most up-to-date travel risk factor screening questions, which can change over time)

4. 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 transportation vehicle or facility:
 - Symptomatic persons should contact their health care provider to be tested for COVID-19 and [self-isolate](#) at home. There are testing sites across NH, MA, and ME.
 - Asymptomatic persons reporting close contact with someone suspected or confirmed with COVID-19, or who report traveled-related risk should [self-quarantine](#) for 14 days from their last exposure or return from travel.
5. Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for [discontinuation of isolation](#).
6. Staff will be educated about the [symptoms of COVID-19](#), and will monitor students for any signs/symptoms of illness. Staff will be instructed on how to manage any student identified with symptoms of COVID-19.
 - Any person that develops symptoms of COVID-19 while at the education facility will be masked, removed from close contact with others by isolating in a designated room away from other students, and be immediately sent home by parental transportation.
 - The Intervention Coordinator will record the symptomatic person's temperature and perform a brief assessment of the person's complaints or symptoms (this becomes important for the purposes of a public health investigation if the person is confirmed to have COVID-19). Any brief assessment can be performed from at least six feet away with the Intervention Coordinator wearing a surgical face mask. If the IC needs to be in close contact with the individual (within six feet), he will have personal protective equipment (PPE) on hand. See NH Division of Public Health Services (DPHS) guidance for the most up-to-date recommendations for healthcare providers.
 - If the individual requires immediate medical care, call 911 for an ambulance and inform emergency medical services about the individual's symptoms.
 - An administrative staff will call NH DPHS at 603-271-4496 for additional guidance.
7. All school personnel should know how to respond in the face of a possible

infection, including who to contact and how to make that contact. We have an isolation room that will be used to isolate a sick child or staff away from the other children and staff. Any person with suspected or confirmed COVID-19 will be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call).

8. Staff and families must know [what symptoms to look for in students](#). Including symptoms of [Multisystem Inflammatory Syndrome in children \(MIS-C\)](#). [Staff should report any personal symptoms of COVID-19 or close contact to a person with COVID-19 to a supervisor or school administrator.](#)
9. If anyone is sick with any contagious illness in a students' or staff's family, the LSA student must stay home.

Social Distancing and Cohorting (Grouping) Students

10. Students and parents/guardians are encouraged to seek private individual or small group (e.g., carpool) transportation to/from school to minimize potential close contact exposures.
11. Students and parents/guardians must, when possible, maintain at least six feet of physical distancing at bus stops and while loading and unloading the bus. Efforts should be made to space students on a bus so they are seated at a maximum distance from others; close household contacts (e.g., siblings) can sit together. See transportation section below for more details.
12. Congregation/waiting outside of the school in the morning or afternoon will be avoided. Students will be released from their busses or cars in small groups and are expected to go directly to their first class. Any waiting students will have clear instructions and expected to distance. Staff will be monitoring before/after school to encourage physical distancing on school grounds.
13. Classrooms will be arranged to minimize close contact (i.e., maximize physical distance) between students. Chairs/desks will be re-arranged to avoid students sitting in groups. Individual chairs/desks will be arranged so that, where possible, students are spaced at least three feet apart with a goal of attempting to get chairs/desks six feet apart—six feet apart is preferred but may not be achievable given classroom size and layout. All desks will face the same direction (e.g., toward the front of the class). A recent [study and analysis in the journal *The Lancet*](#) found that physical distancing of at least one meter was effective and “associated with a large reduction in infection,” although the authors acknowledged that greater distances could be more effective.

14. Given the need for social distancing and to discourage students congregating, there will be no dogs allowed in any classrooms.
15. Students will have assigned seating in all classrooms so they are consistently sitting next to the same person. Switching of seating can periodically occur, but should be minimized. Attendance will be taken for each class. In the event of a public health investigation into a person with confirmed COVID-19 assigned seating and attendance records will aid in identification of students in close contact and potentially lessen the number of students needing to undergo quarantine.
16. Classroom activities will be conducted to minimize close contact and avoid groups whenever possible. Any small group activities will be conducted so that students are spaced at least three feet apart.
17. When students need to move between classes, staff will monitor the hallways to encourage students to maintain physical distancing. Staff will instruct students of hallway movement processes and use markings which will allow streamlined flow/movement and minimize congregation in hallways. If a classroom has an exterior door that will be used for entry/exit minimizing students in the halls.
18. Lower School students will be assigned a cubby however it is expected that only minimal items will travel home to school to home. Upper School students will have a designated place to leave their minimal belongings. The materials e.g. pencils, crayons, etc. should be kept within the computer carry case and this must not be shared. Backpacks will not be allowed in school. Students must find a small case to accommodate their laptop and a separate case for lunches. These must be able to be laundered or sanitized daily. Consider a paper bag for the lunch. There is a probability that all instruction will be paperless, with work completed on the student's individual laptop device. If the decision is made to go paperless, these materials will not be needed.
19. LSA may use larger school areas for instructional activities to maximize physical distancing. Larger areas can also serve as back-up educational spaces in the event a classroom needs to temporarily relocate.
20. Staff must try to maintain at least six feet of physical distancing from other staff in their work environment. This includes avoiding staff congregation in work environments, the kitchen, and bathrooms. In-person group meetings should be limited—conduct staff meetings remotely (e.g., via web-based conferences/meetings) whenever possible. Staff should also attempt to stay at least six feet from students during educational/instruction time in classrooms as

much as possible.

21. Non-essential visitors will not be allowed into the LSA buildings.

Reporting and Investigating COVID-19 in the Educational Facility

22. Any person with suspected or confirmed COVID-19 will be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call).
23. Public health will conduct a detailed investigation to identify people who may have been in “close contact” with a student or staff member diagnosed with COVID-19 during their infectious period. As part of the public health investigation, investigators seek to identify close contacts starting two days before the person became symptomatic or tested positive for COVID-19 (if asymptomatic).
24. “Close contact” for the purposes of the public health investigation in New Hampshire is defined as a person being within six feet of the individual diagnosed with COVID-19 during their infectious period for 10 minutes or longer. Depending on individual circumstances, and on a case-by-case basis, public health may identify other individuals considered at risk for exposure.
25. Any person who is identified as a close contact or at risk for exposure to COVID-19 based on the public health investigation will be required to quarantine for 14 days from their last day of exposure. Depending on the specific circumstances, this may involve quarantine of only specific individuals (e.g., those sitting next to a person with COVID-19 in a classroom), but could include whole classes (depending on degree or likelihood of close contact, classroom size, age of students, etc.); this will be assessed on a case-by-case basis by public health.
26. NH public health will work with schools to collect the necessary information (through the school’s point-of-contact), interview the person diagnosed with COVID-19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine.
27. Public health will also assist with school and student/family communication.

Cloth Face Covering Use and Personal Protective Equipment (PPE)

LSA will make determinations regarding PPE which will be reflective of circumstances on the ground at any given time and will likely be fluid and change as those circumstances change. The guiding factors for these localized decisions will be the combination of NH Division of Public Health Services (DPHS) guidance, which incorporates CDC guidance localized for New Hampshire, local ordinances, and the Governor's executive orders.

i. Students

Students will wear cloth face coverings in circumstances when physical distancing cannot be maintained. Cloth face coverings/masks must be provided by the student/family, but LSA will have disposable face masks to make available if students arrive without a cloth face covering.

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

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

If students are required to continually wear cloth face coverings, mask breaks will occur throughout the day when students can be six feet apart and ideally outside. Older students moving around the school more fluidly must sanitize hands before and after taking off/putting on face masks.

ii. Educators, Staff, and Visitors

Educators and other staff provide students effective modeling exemplars. As with students, masks for educators are strongly encouraged and required at most times. This includes when indoors in education areas, but also when outdoors where other adults or students are around, and in shared staff areas (e.g., offices and break rooms).

Only essential visitors will be allowed on campus and they will be required to wear

cloth face coverings upon entry to educational facility grounds.

All adults dropping students off shall wear a cloth face covering over their nose and mouth when within the educational facility or public spaces where other individuals are present. Please see Drop off and Pick up Guidance below.

Be aware that people wearing face coverings should avoid touching their eyes, nose, mouth, or face, or adjust their face covering without first sanitizing hands. After touching face or adjusting face covering, hands must be sanitized.

iii. Additional PPE Provisions

The provision of certain services for employees assessing students for symptoms of COVID-19 may require more intense or prolonged student- teacher contact. In such circumstances, more advanced PPE may be required to implement such services.

LSA will provide PPE for employees who work in these circumstances where PPE may be required. Some roles that may require PPE may include:

1. Employees engaged in symptom screening.
2. Staff responsible for deep cleaning and disinfecting of the school facility and grounds.

In most circumstances when staff are briefly assessing mildly symptomatic students, a surgical face mask may be sufficient.

Where supply chains are disrupted and required PPE is not commercially available, the NH DOE will work with state level procurement agencies to assist in securing a reliable supply chain. Educational facilities should have a supply of face masks on hand in the event a student needs a face covering but does not have one available.

Proper Hygiene Protocols

The NH DPHS has developed extensive guidance relative to personal hygiene practices. Such practices should be taught, modeled, and encouraged through instruction, posters and other communications, including communications that help reinforce such practices at home and establish expectations for families and students returning to school.

Staff and students should practice frequent hand hygiene:

- a. Wash hands often with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.

- b. Always wash hands with soap and water if hands are visibly dirty.
- c. Staff should have an alcohol-based hand sanitizer available near all classrooms.
- d. Staff will supervise and help students needing assistance to ensure they are washing/sanitizing hands correctly, and to prevent swallowing of alcohol-based hand sanitizer.
- e. Hand hygiene will be practiced when arriving at the facility, before and after meals or snacks, before and during meal preparation or service as necessary to prevent cross contamination, after outside time, before and after going to the bathroom, after handling any bodily fluid, before and after medication administration, after cleaning up and handling any garbage, before and after touching a person's face covering or face, and prior to leaving for home.

Common hygiene practices will continue---students, educators and staff should avoid touching their eyes, nose and mouth. Cover coughs or sneezes with a tissue, then throw the tissue in the trash and clean hands with soap and water or hand sanitizer (if soap and water are not readily available). Alternatively, cough or sneeze into elbows.

School Cleaning and Disinfection Practices

The CDC has provided extensive guidance on cleaning and disinfection practices and can be found [here](#).

Best practices include the following:

1. Cleaning and disinfection will follow CDC guidance for cleaning and disinfecting the facility. Cleaning reduces the number of germs, dirt and impurities on a surface. Disinfecting kills germs on surfaces.
2. Use an EPA-approved disinfectant effective against the novel coronavirus. Use alcohol wipes to clean keyboards and electronics.
3. Frequently touched surfaces will be cleaned and disinfected at least daily.
4. We will avoid the use of shared materials. If shared teaching material is necessary, then focus on hand hygiene before and after each educational session.
5. We have minimized the potential for the spread of germs in the classroom space by temporarily removing items that are not easily cleanable and not necessary for educational purposes.
6. LSA will limit shared teaching materials to those that can be easily cleaned and disinfected at the end of the day or more often as needed.
7. Staff cleaning will follow the disinfectant manufacturer's instructions. Extensive use of

disinfectant products will be done when students are not present and the facility thoroughly aired out before students return.

8. LSA will have a Safety Data Sheet (SDS) for each chemical used in the facility
9. Outside playground equipment exposed to sun and other weather elements is probably a lower risk for fomite transmission and does not require the same frequent cleaning and disinfection as shared indoor equipment and surfaces. Outdoor areas generally require normal routine cleaning, however, high touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely.

Additional Cleaning Protocols in the Event of Confirmed COVID-19

If COVID-19 is confirmed in a child or staff member:

- a. Close off areas used by the person who is sick. If possible, move the children remaining in the classroom to another environment until cleaning protocols can be implemented.
- b. Open outside doors and windows to increase air circulation in the areas.
- c. If possible, wait up to 24-hours before you clean or disinfect to allow respiratory droplets to settle to reduce the risk to individuals cleaning.
- d. Clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, and common areas.
- e. If more than seven days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

LSA will not allow the use of its facilities for non-school related functions.

Ventilation Systems

LSA will ensure that HVAC systems are working properly and are configured to increase the circulation of exterior air as much as possible. LSA will consider other opportunities to circulate exterior air into buildings through the use of open windows and doors (with appropriate safety protocols) and moving instructional opportunities outdoors when the weather is conducive.

The Use of Common Areas

Large group gatherings and congregating continues to be discouraged during the COVID-19 pandemic. Any group gatherings in larger common areas will be closely monitored and controlled to ensure social distancing and group cohorting is maintained between individuals. Social distancing is an effective mitigation strategy, so there will be

consideration for how common areas and other areas will be used.

LSA's gym use may also be part of an effective strategy to allow larger groups of students to gather for educational events while maintaining social distancing or as back-up educational space in the event a classroom needs to temporarily relocate.

Enforcing physical distancing in an outside playground may be difficult. When possible, emphasis will be on limiting the size of groups and maintaining consistent small cohorts, e.g. Lower and Upper schools will not participate in outdoor recess or playground time at the same time.

Classroom Configurations

Depending on the circumstances on the ground in a particular community at any given time, there will be a need to try to attain social distancing in the instructional setting.

- Evaluate the ability, weather permitting, to use outside spaces as learning spaces.
- Limit cohort mixing to minimize opportunities for transmission between groups of students and teachers.
- Doors and windows will be open.

Student, Family, and Educator Wellness

LSA recognizes that the pandemic has created a traumatic event in the lives of students and educators, and that each person, family and community respond differently to these circumstances. Some people may experience responses such as anxiety and depression while others grow through the process and are ready to learn.

Social-Emotional Learning

LSA has always been a supportive community. With the start of each school year, there is a range of emotions and energy to new beginnings. The 2020/2021 school year will be especially different. Concerns for students in September could range from worry about the health of family members to financial stress, while other students will be excited to return to school and spend time with friends.

LSA staff will model a sense of calmness and self-assurance to their students as they enter the school year. Initially we will focus on stabilizing students by spending time building relationships, modeling expectations, and implementing support systems. Staff will also be prepared to discuss the COVID-19 pandemic with students and the importance for the changes to normal/expected school operations.

Integrate Hybrid Capacity Learning Environments

LSA will be sensitive to the fact that underlying health conditions may prevent some students or educators from participating in a traditional in-person instructional model. As well, COVID-19 has not been eradicated and the possibility of a resurgence in the state or an outbreak in one of our schools is a very real possibility that we must be prepared to respond to. Our procedures will be flexible and nimble in responding to new information and rapidly evolving public health considerations, and our admin team is willing to refine approaches when there is a need for change.

When an incident occurs, whether real or suspected, LSA can transition school-wide or for a subset of the school population to remote instruction for a specified period of time (e.g., 14 days). LSA may conduct in-person learning and yet, potentially, need to transition to some form of remote learning either on a temporary basis or for longer duration in the event that NH experiences a new surge or exponential increase in community transmission. If/when a student is identified to have COVID-19, for example, there is the possibility that individual students or whole classrooms may need to go on a 14-day quarantine due to exposure. Maintaining education and essential services is important during this time so that when in-person instruction resumes learning progression has not been disrupted.

Pre-Planning for In-Person, Hybrid, and Remote Instruction

LSA is planning to effectively operate using in-person, hybrid and remote instructional models, depending on the circumstances on the ground in a particular community at any given time. As you know, the LSA community represents many different communities and school districts thus our decision will be made on a larger amount of data and that data may be discrepant. We are also considering that those circumstances are likely to be dynamic and we may find ourselves throughout the year transitioning, to varying degrees, between the various models.

In-Person Instruction Considerations

In-person instruction means students physically return to the in-person classroom/school environment with the goal of returning as many students as possible. School settings will be modified to address the public health safety recommendations outlined above (social distancing, classroom arrangement, cloth face mask use, etc.). If community transmission increases, LSA will work with local and state public health officials and the DOE to determine if additional mitigation efforts may be warranted to help protect students and staffs while maintaining in-person instruction. If community transmission dramatically increases, or there are identified recurring outbreaks at educational facilities, LSA will consider moving to hybrid or remote learning models.

Hybrid Instructional Considerations

Hybrid instruction includes scenarios in which some students engage in-person and others engage remote instruction, as well as scenarios in which all students alternate between in-person and remote instruction. Having students alternate between in-person and remote instruction adds complexity to the educational process, but can help to decrease class sizes, limit exposure to students, increase physical distancing in classrooms, and help to naturally cohort students into non-overlapping groups. Hybrid instructional models may be needed in two possible scenarios:

1. In September, some degree of remote instruction may be required to support students and educators who, because of underlying health circumstances, will not be able to otherwise access routine in-person instruction models.
2. In the event that COVID-19 community transmission increases in a community, LSA may also consider this model to increase readiness in the event of a pivot to remote instruction. For example, we may consider implementing a “remote instruction day” into our schedule to retain readiness to transition to remote instruction school wide if the circumstances warrant.

Several modeling scenarios are described below for consideration. There is no single answer and the approach that a district takes will be a reflection of its individual community and community circumstances.

Remote Instructional Considerations

Remote instruction means students engage full-time from the home or other safe environment. Toward the goal of supporting remote instruction, LSA believes that we will, with appropriate learning management systems, be able to support all students and teachers to learn and deliver lessons remotely.

Staffing Models and Expectations

It may not be practical to expect LSA staff to simultaneously support both in-person and remote instruction. Any model dependent on educators performing double-duty, while possible in a short-term scenario, would not be sustainable over an extended period of time. Several scenarios are presented below for consideration. LSA may, however, consider it feasible over a short period—perhaps for a two-week quarantine period—for educators to support both in-person students and remote instruction students. Sequential short-term events or an extended period would not be sustainable.

Transition to Remote Instruction Scenarios

While various staffing models for hybrid instruction could fall under any of these

recommendations in this section, modeling discussions are consolidated.

i. Students and Educators Unable to Participate In-Person

The first level of hybrid model that must be considered is support for the student or educator who is not able to participate in in-person instruction as a result of underlying health conditions for themselves or a family member with an underlying risk. LSA will be sensitive to these conditions and will be prepared to accommodate those students or educators as appropriate.

LSA will consider the deployment of technology that would allow an educator to simultaneously teach a class both in-person and remotely. This may take place through the capture of in-person lectures that can be accessed by students learning at home in a synchronous or asynchronous manner. Students accessing instruction in this manner would have the same syllabi and course schedule, but would simply access the lecture and activities components of the class and teacher advisories remotely. Teachers deploying this schedule would need to establish regular office hours to be accessible to students working from home or in the school.

ii. Limited Cohort Models

Health conditions may require the school, for student and educator safety, to reduce the typical class and cohort size, and implement increased social distancing.

- LSA may implement rotational schedules that reduce the number of students requiring transportation, or in classroom instruction at any given time. Some examples of rotation include:
 - Half-day rotations—Certain students) report to schools for half the day and use remote instruction the remainder of the day. The remaining students repeat, but at the alternate time.
 - One-day rotation—Students report to school one full day a week and do remote instruction on alternate days. In-person instruction days in this scenario are focused on advisory.
 - Two-day, weekly, or bi-weekly rotations—Students report to school two full days a week, such as Tuesday and Thursday, and do remote instruction the remainder of the week. Alternatively, students could rotate one or two week(s) of in-person instruction and use remote instruction the following one or two week(s).

In any of these scenarios, careful consideration will be given to individual families’

ability to support a dynamic in-person schedule so that parents can try to accommodate their own work schedules and childcare needs.

Given LSA's large community size and varying districts, it seems unlikely that transportation could be provided for these rotations.

Technology for Dynamic Learning Environments

A safe return to school in September 2020 is the goal. However, there is the anticipation of some students and educators with underlying health risks who are not able to return and will require accommodations. In addition, LSA must be prepared for the possibility of an isolated outbreak of COVID-19 in a school or community. In such cases, it may be necessary to quickly implement remote instruction for the entire school, if only for a limited time period.

Student and Staff Privacy Considerations

The broad deployment of remote instruction during the latter half of the 2019–20 school year highlighted the importance of maintaining student privacy data as educators and students across the state met via Zoom and Google, among other tools. As a result, assignments and digital portfolios were uploaded for grading and evaluation, and students and families logged on to cloud-based applications with much greater frequency.

Such connectivity must be safe for students and educators alike. Toward that end, it is important to emphasize the need for LSA to ensure student and staff data privacy.

The NH DOE has established minimum standards for the privacy and security of student and employee data as well as best practices for applying those standards. As districts develop remote-instruction plans, the technology deployed should be vetted against the minimum standards for privacy and security. In addition, LSA has provided training to educators and students around strong security practices in order to prevent inadvertent data breaches.

Consolidation of Management Systems

The pivot to remote instruction in March 2020 took place over a very short period of time. Partly as a result of that rapid change, districts, schools and educators tended to deploy the technology tools they had available, filling in gaps with technology that enhanced the ability to deliver instruction virtually.

The effect of this rapid change was a wide variation in student and educator use of technology. Sometimes different teachers chose different technologies in support of

remote instruction. The result was that individual students may have experienced multiple applications that differed for each class in which they engaged.

We will consolidate the number of applications deployed for remote instruction and streamline the number of learning management systems to support students and parents.

Remote Instruction Best Practices

Through remote instruction and support, districts and the NH DOE gained invaluable experience and information that can help guide our State's education system moving forward. That experience and information has made us better prepared to ensure the safety of our children, provide all children with a high-quality educational experience, identify and close equity gaps, and allow all children to engage in an education system that meets individual student needs.

Many of the lessons learned have been captured on the NH DOE website [nhLearnsRemotely.com](https://www.nhlearnsremotely.com). The NH DOE will continue to capture best practices to share with other districts. As part of this sharing, the department will establish a landing page on the remote instruction website for LSA to view reopening plans of other New Hampshire districts and around the country.

Transportation Policies and Protocols

Student transportation may be one of the most logistically challenging recommendations to implement in LSA's geographically large community, which includes many miles of road and often lengthy bus rides. These characteristics with fixed transportation resources and bus routes transporting high numbers of students, makes the implementation of mitigation protocols difficult.

Parents are strongly encouraged to provide transportation for their own child.

Parent/Guardian Pick-Up and Drop-Off

1. We must all keep at least six feet of social distancing during drop-off and pick-up, and so that students and parents/guardians from different groups do not interact.
2. Students will be called into the building in small groups going directly to their classrooms. If a classroom has an exterior door, that will be used
3. Similarly, at the end of the day, LSA will manage the congregation of students while awaiting transportation.
4. Parents/guardians should stay in their cars while dropping-off or picking-up

students. They should not enter the building unless necessary.

Bus or Carpool Transportation

5. Parents/guardians should screen their children for symptoms of COVID-19 or risk factors for exposure before allowing them to ride the bus. Students with any identified symptoms or risk factors should not be sent to board the bus, and parents/guardians should be informed of this strict requirement. Recognizing that this practice will not always be adhered to, LSA will have an appropriate response plan, as described above, for students who arrive at school sick.
6. Students and parents/guardians should be encouraged seek private individual or small group carpool transportation to/from school when possible.
7. Those providing transportation to education facilities should maximize space between riders. Students should sit facing forwards and not get up from their seat or exchange seats.
8. Student transportation should adhere to appropriate social-distancing of students while they are waiting prior to embarking and disembarking.
9. Students should wear a cloth face covering over their nose and mouth at all times while boarding, riding, and exiting the bus.
10. Alcohol based hand sanitizer should be made available at the bus doors (monitored by the bus driver), and all students and staff should be asked to sanitize hands as they board the bus and when exiting the bus/
11. Should we use any of the LSA-owned vehicles, they will be cleaned and disinfected after each transportation run.

In Summary: Dynamic Instruction

Returning to in-school instruction will allow students and teachers to regain some sense of normalcy for the 2020–21 school year. Despite a return to familiar faces and routines, however, the reality of COVID-19 continues to require that LSA staff, parents, and students consider a new lens for classroom instruction.

Key recommendations for preparing for dynamic instruction include:

- Establishing a baseline understanding of student learning upon their return to school.
- Developing student instruction plans that are responsive to individual student baseline data.
- Establishing strategies to implement and monitor the student instruction plans.

Establishing a Baseline for Student Learning

The spring 2020 remote instructional experiences for students marked a significant difference in how students engaged with the instruction they received. While some students may have flourished in remote settings that allowed them to move at their own pace and to focus on projects that were aligned with their interests, other students experienced difficulty focusing and engaging in their schoolwork. Early in the school year, LSA will assess where students are regarding their learning to better plan and deliver instruction aligned with their current knowledge and readiness. Any academic assessments will be implemented only after we have had opportunities to assess the social-emotional and mental health of students to ensure that learning assessments can produce valid results.

In addition to informally assessing student learning and understanding students' social- emotional and mental health status, we must continually engage in conversations with students and families across grade levels to gain a better understanding of their readiness to learn, academic knowledge and general well-being for the 2020–21 school year.

As LSA has always done, we will ensure that the student instructional plans are meaningfully implemented; we will routinely review, modify, and monitor student instruction plans, though not the IEPs without input, throughout the year.

Resources for School Reopening and Redesign

- 1) **Develop District Management and Communications Plans**
- 2) **Follow Guidance from New Hampshire Department of Health and Human Services Division of Public Health Services**

COVID-19 Frequently Asked Questions. New Hampshire Department of Health and Human Services.

<https://www.nh.gov/covid19/faqs/index.htm>

K-12 Schools and Child Care Programs. FAQs for Administrators, Teachers, and Parents. Centers for Disease Control and Prevention (CDC).

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

Using Cloth Face Coverings to Help Slow the Spread of COVID-19. New Hampshire Department of Health and Human Services, Bureau of Infectious Disease Control.

<https://www.dhhs.nh.gov/dphs/cdcs/covid19/covid-mask-guidance.pdf>

- 3) **Prepare the Physical School Environment**

Cleaning and Disinfection for Community Facilities. Centers for Disease Control and Prevention (CDC).

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

Guidance for the Return to Schools K-12. New Hampshire State Emergency Operations Center.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-05/return-to-schools-facilities.pdf>

Sample K-12 School Cleaning Checklist. New Hampshire Department of Education, New Hampshire Learns Remotely website.

http://www.nhlearnsremotely.com/uploads/1/3/1/2/131292211/school_cleaning_checklist.xlsx

State Contacts for Cleaning Supplies. New Hampshire Department of Education.

<https://www.education.nh.gov/who-we-are/commissioner/cleaning-supplies>

COVID-19 Child Screening Tool. New Hampshire Department of Education.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-05/screening-tool-child.pdf>

COVID-19 Visitor Active Screening Tool. New Hampshire Department of Health and Human Services, Division of Public Health Services.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/visitor-screening-tool.pdf>

COVID-19 Announcement (Visitor Screening Signage) New Hampshire Department of Health and Human Services, Division of Public Health Services.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/visitor-signage.pdf>

Disinfectants and COVID-19. National Pesticide Information Center.

<http://npic.orst.edu/ingred/ptype/amicrob/covid19.html>

4) Support Student, Family, and Educator Wellness

COVID-19 Parent Resource Guide. New Hampshire Department of Health and Human Services, Division for Children, Youth, and Families.

<https://www.dhhs.nh.gov/dcyf/documents/covid-resource-guide.pdf>

Office of Social and Emotional Wellness, New Hampshire Department of Education.

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-wellness/office-of-social-and-emotional-wellness>

Supporting Child and Family Well-Being during the COVID-19 Emergency. New Hampshire Department of Health and Human Services, Division for Children, Youth, and Families.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/family-well-being-guide.pdf>

Healthy Habits for Well-Being. New Hampshire Department of Education.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/healthyhabits.pdf>

Suicide Prevention and Response, Sample Policy. New Hampshire School Boards Association.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/files/inline-documents/suicide-prevention-sample-policy.pdf>

5) Integrate Hybrid Capacity Learning Environment

New Hampshire Learns Remotely website. New Hampshire Department of Education.

<http://www.nhlearnsremotely.com/>

Tips for Communicating During Remote Learning. Granite State Children's Alliance and the New Hampshire Department of Education.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/tips-for-teachers-remote-instruction.pdf>

Truancy During the Time of Remote Instruction. New Hampshire Department of Education.

<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-05/truancy-remote-instruction.pdf>

The Virtual Learning Academy Charter School (VLACS).
<https://vlacs.org/>

[Helpful Zoom Security Tips for New Hampshire Educational Professionals](#). New Hampshire Department of Education.
<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/zoom-security.pdf>

6) Consider Technology for Dynamic Learning Environment

Canvas Learning Management System. Instructure, Inc.
<https://www.instructure.com/canvas/k-12>

Santa Ana Unified School District/Canvas video. Instructure, Inc.
<https://www.instructure.com/canvas/video-hub/santa-ana-unified-school-district-canvas>

Apple Resources and links along with remote, online office hours for supporting educators. New Hampshire Learns Remotely website, New Hampshire Department of Education.
http://www.nhlearnsremotely.com/uploads/1/3/1/2/131292211/apple_remote_resources.pdf

Microsoft Education Blog. Resources and support from Microsoft Education for ramping up remote learning programs. Microsoft Corporation.
<https://educationblog.microsoft.com/en-us/2020/03/how-schools-can-ramp-up-remote-learning-programs-quickly-with-microsoft-teams/>

Google for Education. Resources and supports from Google for supporting education. Google.org. <https://edu.google.com>

Kaltura video solutions for education. Kaltura Inc.
<https://corp.kaltura.com/solutions/education/>

Zoom- Free for K-12 Education. Zoom Video Communications.
<http://zoom.us/>

Dr. Paul LeBlanc. Building a Community of Learning. (Online teaching resources.) Southern New Hampshire University.
<https://www.snhu.edu/about-us/newsroom/2020/03/working-together>

7) Review Transportation Policies and Protocols

New Hampshire School Transportation Association.

<https://www.nhsta.org/>

COVID-19, Working to Ensure Children's Safety. American School Bus Council.

<https://www.americanschoolbuscouncil.org/insights/safety/covid-19/>

COVID-19. National Association for Pupil Transportation.

<https://www.napt.org/covid>

8) Plan for Dynamic Instruction

Resources for Remote Instruction. New Hampshire Learns Remotely website, New Hampshire Department of Education.

<http://www.nhlearnsremotely.com/remoteteaching.html>

Office of Assessment. New Hampshire Department of Education.

<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/office-of-assessment>

NH SAS Interims/Modulars- Training on July 28th at 9:00 a.m. Demonstrated Success.

<https://www.demonstratedsuccess.com/Public/nhdoe/>

Interims and Modulars will be available starting September 22.

Access to the New Hampshire Statewide Assessment System (NH SAS) platform is available here: <https://nh.portal.cambiumast.com/users/test-administration.stml>

DLM. Released Testlets for At-Home Instruction. Dynamic Learning Maps.

Testlets are available for districts that are interested in utilizing an assessment tool for students with an IEP that have severe cognitive disabilities. A remote option is available.

DLM also has an amazing amount of instructional resources for remote instruction for teachers and for students.

<https://dynamiclearningmaps.org/test-updates/released-testlets-home-instruction-050720>

ACCESS. New Hampshire Department of Education.

The majority of English learning students in New Hampshire were able to participate in the ACCESS test in Spring 2020. For the students that were not able to complete the assessment, and we anticipate they may be able to exit ELL status, an opportunity to complete the ACCESS will be available in Fall 2020. Please contact Wendy Perron, EL Education Consultant at Wendy.Perron@doe.nh.gov for more information.

Screening. New Hampshire Department of Education.

A temporary remote screening option will be available for districts needing to screen students to determine EL eligibility status. Please contact Wendy Perron, EL Education Consultant at Wendy.Perron@doe.nh.gov for more information.

ESOL– English Speakers of Other Languages. New Hampshire Department of Education.
<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/esol-k-12-english-for-speakers-of-other-languages>

Fall SAT School Day. New Hampshire Department of Education.
<https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/sat-school-day>

9) Professional Development Considerations

CAST- Universal Design for Learning course free to New Hampshire educators. CAST, Inc.
<http://www.cast.org/>

VLACS - Webinars for Educators. Virtual Learning Academy Charter School
<https://vlacs.org/educators/>

New Hampshire Learning Initiative. Motivis Learning Systems, Inc.
<https://motivis.org/all-articles/>

Praxis At Home. New Hampshire Department of Education.
<https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020-05/praxis-remote-testing.pdf>

Praxis Tests At Home Webinar. New Hampshire Department of Education.
<https://www.education.nh.gov/sites/g/files/ehbemt326/files/files/inline-documents/praxis-at-home-webinar.pdf>

10) Additional Considerations

Performing Arts Guidance. The New Hampshire Division of Economic Development.
<https://www.nheconomy.com/getmedia/1f6a947f-3a40-4d7b-a693-9e0bdb6124b0/Draft-Performing-ArtsStreaming-Media.pdf>

The Performing Arts Work Group.
<https://www.nheconomy.com/getmedia/14d6fa96-5aba-4374-8eeb-374fa09077ed/DRAFT-FINAL-Performing-Arts-Venues-Guidance-6-3-2020.pdf>

Amateur Sports Guidance. The New Hampshire Division of Economic Development.
<https://www.nheconomy.com/getmedia/aeb72e43-2dbc-4c29-b327->

[c75f47b68226/DRAFT-Guidelines-Amateur-Sports-5-19-2020.pdf](https://www.nheconomy.com/getmedia/c75f47b68226/DRAFT-Guidelines-Amateur-Sports-5-19-2020.pdf)

Indoor Sports Guidance. The New Hampshire Division of Economic Development.

<https://www.nheconomy.com/getmedia/f269aec7-af7b-4ad1-9266-3f776f0d8011/DRAFT-Indoor-Sports-Guidance-5-26-2020.pdf>

Drivers Education Guidance. The New Hampshire Division of Economic Development.

<https://www.nheconomy.com/getmedia/6028140f-d090-47ef-8ed2-bc95652a9545/DRAFT-Drivers-Education-Guidance-5-22-2020.pdf>