



Nottingham School

2020-2021 School Year Reopening Plans



Table of Contents

Nottingham School District DRAFT Reopening Recommendations Introduction	2
Highlights of this document:	3
Develop District Management and Communications Plans and Response Plans	4
Establish a district leadership team and Covid 19 Coordinator.	4
Develop a community communication plan.	4
Communication Response to Positive Cases of Covid 19.	6
Follow guidance from NHDHHS and NHDPHS, and Consider CDC guidance	6
Staff, Students, and Visitors Screening and Absenteeism	6
Social Distancing and Cohorting (Grouping) Students	9
Reporting and Investigating COVID-19 in the Educational Facility	10
Prepare the Physical School Environment	11
Cloth Face Covering Use and Personal Protective Equipment (PPE)	11
Promote a culture of good hygiene.	13
Evaluate school cleaning practices.	13
School Building Use for Non-School Functions	15
Evaluate ventilation systems to mitigate spread.	15
Support Student, Family and Educator Wellness	15
Plan to support social emotional learning for students.	15
Consider outreach programs and strategies to reach at-risk students.	16
Mental health resource partners to support students, families, and educators in need (including those that provide mental health services, telehealth services, and meal service to students).	16
Diverse Learners and Students with Special Needs.	16
Integrate Hybrid Capacity Learning Environments	17
Pre-Planning for In-Person, Hybrid, Distance Learning, and Remote Instruction.	17
Consider additional policies for remote/hybrid instruction.	18
Consider the implications of staffing models and staffing needs for the return to school.	18
Consider Technology for Dynamic Learning Environments	18
Student and staff privacy concerns	18
Consolidation of management systems	18
Remote Instruction Best Practices	18
Review Transportation Policies and Protocols	19
Transportation Safety	20
Plan for School Meals	20
Adjust Schedules to Limit Cafeteria Crowds	20
Classroom Meals	20
Meals for Students Not Attending On-Site School	20
Prepare for Dynamic Instruction	21
Student Learning Workgroup	21
Establish a Baseline for Student Learning	22
Individual Student Baseline Management	22
Implementation and Monitoring of Student Instructional Plans	22
Professional Development Considerations	23
(a) Remote Learning Practices and the District's Learning Management System	23
(b) Trauma-Responsive Instruction and Social-Emotional Learning	24

Nottingham School District DRAFT Reopening Recommendations Introduction **based on the State of NH Back to School Guidance Document**

This plan was designed to support the health and safety of everyone in the Nottingham School District, under the restrictions of COVID-19. It is our goal that by following these expectations, the spread of COVID-19 will be greatly reduced, but not eliminated.

The goal of our District is to bring students back into the school to the greatest extent possible. Surveys were done at the SAU and District level to gather feedback to base potential plans. Based on the data we received, we recognize that parents and staff favor opening in a variety of methods (full in school, a hybrid, full remote). While the health and safety of our students, staff, and community is paramount we need to balance the instructional fidelity of our educational processes and the social and emotional health of our students. In addition, our recommended plan considers evidence gathered from leading experts in the areas of public health, education, and research.

When developing this plan, we looked at a variety of scenarios, ranging from fully open to fully remote, and everything in between. After much discussion the Reopening Committee recommended to the School Board to open in a Phase 2 model. The Instructional Phases/Models move from *Fully Remote to Fully In-School* and are: Phase 1: Fully Remote Instruction and Learning, Phase 2: A Restrictive Hybrid Model with a mix of In-School and Remote Instruction, Phase 3: A Less Restrictive Hybrid Model with a more In-School Instruction than Remote Instruction, Phase 4: Fully In-School Instruction and Learning.

This plan focuses largely on “Phase 2” of reopening models due to the Covid-19 educational crisis, which is a semi-restrictive hybrid plan of remote and in-school instruction. However, much of what it outlines will be in use throughout all of the phases as we hope to reopen fully as time progresses. Some of the strategies and protocols for on-site instruction are support guidelines related to social distancing, masks, cleaning and disinfecting, illness management, and hand hygiene. It is important to note that while this plan can help to minimize risks associated with exposure to Coronavirus, it cannot completely eliminate the risk to students and staff.

Even with careful planning there will still be unanswered questions and concerns. **The School Board will continue to monitor and evaluate the situation every two weeks at the regularly scheduled board meetings.** We will need to be very thoughtful about ensuring a developmentally appropriate learning environment in these circumstances, promoting student engagement and joy in learning in a more restrictive instructional setting, monitoring staff stress, effectively managing staffing shortages, monitoring student attendance and participation, and avoiding undue emphasis on compliance with mitigation strategies that detracts from opportunities to engage in meaningful teaching and learning.

We acknowledge that this plan does not yet answer every single question or solve every single problem. While we will look to adopt new protocols with fidelity, we also need everyone to know that this **document is a dynamic plan that may change as the School Board monitors the situation, and local, state, and national trends fluctuate.**

There is the potential that this plan requires increased spending in regards to staffing, resources, and cleaning materials, none of which are included in the approved budget. Nottingham did receive \$23,000.00 from the Federal CARES Act. While we are hopeful that a vaccination for the coronavirus will be forthcoming and we will be able to remain open and move through the phases outlined in this document, we need to be cognizant of the potential need to “pivot” once again into a more restrictive plan or a fully remote instructional model.

Highlights of this document:

- School will operate on an alternating schedule in order to accommodate a 50% student population.
- K-8 students will be scheduled to meet In-Person 2 days a week (Cohorts will be created giving priority to keeping families on the same schedule, and academic and SEL needs). Students will then have 3 days of Remote Learning.
- Plans will be made for Remote staff, teacher teaming, non-classroom specific staff, and/or VLACS utilized to support remote learners who choose not to return to school for health or safety reasons.
- Parents who choose remote learning solely, will be asked to commit for a quarter of school at a time or until remote learning ends for all.
- Daily screening process for all visitors for symptoms of COVID-19 or risk factors for exposure prior to entering the educational facility.
- Students and Staff will self screen daily at home, before entering school buses or school buildings/grounds. If the individual does not pass the screening, they should not enter the bus and/or building.
- Students will be sent home if they exhibit Covid-19 symptoms. The school nurse will communicate with families regarding the student's dismissal from school. The student must be assessed by a physician and have a note to come back to school.
- If a student has tested positive for COVID-19, they cannot return to school until they have met the CDC's criteria for return which will be emailed home to parents and posted on our website.
- Handwashing and other preventative measures will be promoted. Most classrooms have sinks, and all have hand sanitizer stations, as well as hallway access to bathrooms and hand sanitizer stations.
- Masks are not mandated for students when seated in the classroom when desk shields and 3-6 feet of social distancing can be maintained, but are mandated in circumstances when physical distancing of 3-6 feet cannot be maintained.
- Educators and staff who are working with students will also wear a face covering (mask or screen) and use a desk screen when physical distancing is difficult to maintain.
- Masks are mandated for all outside visitors when visiting a school. Some visitors may be asked to wait outside the main entrance rather than enter the building.
- District transportation will require no more than 26 riders per bus, parent transportation to and from school is recommended.
- Recommendations for classroom arrangement to minimize close contact between students and teacher. The use of PPE and desktop/tabletop separators may be utilized.
- Meal programs will be in classrooms.
- There may be minimal movement of student cohorts in the hallways; teachers may travel to students.
- Considerations for Social/Emotional Learning will be presented by a school wellness team made up of Guidance, School Nurse, and Building Administrators.
- Classroom and Building Cleaning processes will be a priority.

This document was created and edited by the following Nottingham School District Staff in conjunction with plans established by the SAU Superintendent's Reopening Committee, the State of NH, and other NH School Districts who shared their documents.

Christine Dabrieo
Chris Sousa
Jude Chauvette
Jeff Hoellrich
Kevin Smith

Stephanie Kadden
Michelle Jeanotte
Chuck Burnham
Chris Arnold
Meghan O'Brien

Janice Kane
Heather Meatley
Scott Brown
Karla Brewer

Recommended Areas of Action:

1. Develop District Management and Communications Plans and Response Plans

- a. Establish a district leadership team and Covid 19 Coordinator.
 - i. The SAU has established an SAU Wide team. We will utilize our Building Administrators (Jeff, Chris, Jude, Kevin, Scott, and Chuck), School Guidance Counselors, School Nurse, Teaching Representatives, and a School Board Representative to form a District Reopening Response Team.
 - ii. Working with the School Emergency Management Committee create a Pandemic Response Plan
 - iii. If a student is ill, schools should coordinate decision-making around student care with the family, school nurse, and the family's healthcare provider. Especially if there are specific health concerns, chronic disease, or complex social or emotional dynamics in the home.
 - iv. The School Nurse will be our Covid Coordinator, working with Building Administration.
 - v. Should a Student or Staff member come down with Covid 19, the Building Leadership Team (Building Principal, Assistant Principal, Curriculum Director, Guidance Department, and School Nurse) will work with the Superintendent/SAU officials to coordinate with NHDHHS.
 - vi. The District Reopening Response Team should monitor state and local Covid #s and data as substantiated by the CDC and NHDHHS, and will seek advice from the State of NH as to when those numbers warrant action.

- b. Develop a community communication plan.
 - i. A Communication Team will be made up of the Building Principal, Assistant Principal, Curriculum Director, Guidance Department, and School Nurse, working in conjunction with the Superintendent.
 - ii. All communication home about school wide information will go through this team, and the Principal/Superintendent, before being sent out.
 - iii. Communications should be clear and consistent, and regular communication with staff, students, families and community members during this time, including changes to policies and operations, such as health screenings, drop-off/pick-up, classroom arrangements, etc. should include:
 1. Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures and properly wear a face covering in visible areas for students and staff to view.
 2. Employee and Parent/Student welcome back emails and memos should include information on how to recognize the signs of infection and directives not to come to school if sick.
 3. Basic information should be found on our website on COVID-19 and measures families can take to stay safe when not at school.
 4. Clear directions should be sent home on when to keep a student home and the process for notifying the school.
 5. Communicate expectations for staff for modeling respiratory etiquette, physical distancing, wearing facial coverings, refraining from touching their face,

staying home when sick and supporting employees who need to take care of sick family members.

6. The importance of mandatory immunizations and locations where they can be obtained, as well as the importance of flu vaccinations.
 7. Information on trauma-informed practices and helping students cope with stress and tragedies.
 8. Availability of community resources, including: Mental health resources, Food security, Medical/dental providers, Health insurance, Economic aid, and Housing assistance
 9. Prepare communications to the public sharing the practices that the school is implementing to keep staff, students and community members healthy.
 10. Working with the Building Leadership Team, the School Nurse can ensure we have consistent health forms for illness, and COVID-19 notices.
 11. Use all communication channels available, including direct communications (face-to-face, letters), electronic communications (school's website, emails, and social media pages), and remote School Board meetings to share updates.
 12. Ensure all communications are culturally and linguistically appropriate as well as accessible for individuals with disabilities.
 13. Contact Tracing - Role of Schools - Take measures so that persons exposed can be more easily traced:
 - i. Use assigned seating for each class.
 - ii. Take attendance for every class and include all staff/contractors who were in the classroom
 - iii. Use sign-in sheets for in-person meetings to document attendees.
 - iv. Keep accurate records of any persons other than students and staff that enter the building, their reason for being there, names of the people in the building they came within 6 feet of and the locations in the building they visit.
 - v. Provide a name and contact email or number for the Covid Coordinator or a Leadership Team member when a family has a positive COVID-19 case so they can notify the coordinator in off hours.
 - vi. Staff should be encouraged to keep a daily list of other people they are in close contact with. This will make it easier to get in touch with those people, and so they can take proper precautions to prevent further spreading of the coronavirus.
 - vii. Encourage staff and families to be tested for Covid 19.
- c. Communication Team's Response to Positive Cases of Covid 19 (will be updated with current information as available).
- i. Address the school's role in documenting, reporting, and coordinating with public health officials to investigate and respond to any person with suspect or confirmed COVID-19.
 - ii. Coordinate communications with public health officials to notify staff and families, in accordance with proper legal and privacy rights.

- iii. Provide guidance to parents, teachers and staff reminding them of the importance of physical distancing and good hygiene practices. Inform students, families and staff about the possible symptoms of COVID-19.
- iv. Advise sick staff members and students not to 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.
- v. Inform those who have close contact with a person diagnosed with COVID-19 to cooperate with State or local public health officials and to stay home and self monitor for symptoms for 14 days after their last exposure to the person with COVID-19, and follow 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.
- vi. Classroom Cohorts will be put into remote learning environments for two weeks after being notified of a cohort member being positively identified as having Covid-19.

2. Follow guidance from NHDHHS and NHDPHS, and Consider CDC guidance (subject to change and will be updated with current information as available)

a. Staff, Students, and Visitors Screening and Absenteeism

- i. Monitor staff and student absenteeism to identify illness patterns.
- ii. Develop a process 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).
 - 1. For all staff and visitors, screening should occur on educational facility grounds just prior to, or upon entry of, the educational facility. This screening may be a combination of self screenings questions as well as active screening efforts (temperature taking, q and a, etc.). Signs will be posted at each entrance with self screening instructions.
 - 2. For students, the parents/guardians should be asked to screen their children for symptoms or risk factors daily before allowing the child to travel to school. A checklist of symptoms and risk factor screening questions should be provided to the parents/guardians so they can clearly identify what symptoms and risk factors warrant the student to stay at home.
 - 3. Nottingham School will also consider implementing a second screening process for students as needed, based on obvious signs of symptoms. This screening should be done by the School Nurse.
- iii. The Communication and District Reopening Response Teams should communicate the screening procedures often and post this on our school website.
- iv. Communicate Covid Screening Expectations (no fever, no travel, no signs, etc.) with Signs posted at all entrances, electronically and mailings home, and live if need be.
- v. All visitors over the age of 2 need to wear masks upon entering the building.
- vi. COVID-19 symptom and risk factor screening should involve asking if the individual:
 - 1. has any symptoms of COVID-19 (list/call-out individual symptoms for screening process)?
 - a. Fever or chills
 - b. Cough
 - c. Shortness of breath or difficulty breathing
 - d. Fatigue

- e. Muscle or body aches
 - f. Headache
 - g. New loss of taste or smell
 - h. Sore throat
 - i. Congestion or runny nose
 - j. Nausea or vomiting
 - k. Diarrhea
 - l. This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.
2. 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)?
- vii. **Response Plan:** If above signs and symptoms begin while at school, the student (or staff member) must be sent home as soon as possible. Sick students and staff will be kept separate from well students and staff and limit staff contact as much as reasonably possible, while ensuring the safety and supervision of the sick student(s) until they leave. The Nottingham Staff Room area will be used as an isolation area (Staff will use the Art room, which is more conducive to social distancing).
- viii. Staff will be educated about the symptoms of COVID-19, and should monitor students for any signs/symptoms of illness. Staff should be instructed on how to manage any student identified with symptoms of COVID-19.
- ix. Any person that develops symptoms of COVID-19 while at the education facility should be masked if they are over two years of age, removed from close contact with others and be immediately sent home by private transportation.
- x. The school nurse should record the symptomatic person's temperature and perform a brief assessment of the person's complaints or symptoms (this becomes important for the purposes of a public health investigation if the person is confirmed to have COVID-19). Any brief assessment can be performed from at least six feet away with the nurse wearing a surgical face mask. If the school nurse needs to be in close contact with the individual (within six feet), they should have personal protective equipment (PPE) on hand. See NH Division of Public Health Services (DPHS) guidance for the most up-to-date recommendations for healthcare providers.
- 1. If the individual requires immediate medical care, call 911 for an ambulance and inform emergency medical services about the individual's symptoms.
 - 2. Call NH DPHS at 603-271-4496 for additional guidance.
- xi. Healthy students and staff with the following symptoms/conditions are not excluded from in-person school activities:
- 1. Allergy symptoms (with no fever) that cause coughing and clear runny nose may stay if they have medically diagnosed allergies and follow medical treatment plans.
 - a. Well-controlled asthma
- xii. The Nottingham Staff Room will be utilized as an Isolation area to be used to isolate a sick child or staff away from the other children and staff. Any person with suspect or confirmed COVID-19 should be reported immediately to public health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call).

- xiii. Students and staff should be excluded from school until they are no longer considered contagious.
 - xiv. Students and staff with fever greater than 100.4°F and no specific diagnosis should remain at home until they have had no fever for 24 hours without the use of fever-reducing medications (e.g., Advil, Tylenol).
 - xv. Materials, toys and furniture touched by the student who is sent home should be thoroughly cleaned and disinfected.
 - xvi. Person(s) with any new or unexplained COVID-19 symptoms (even if only mild symptoms), or those who report close contact with someone suspected or confirmed with COVID-19, or those reporting travel risk factors **should not** be allowed into the bus or facility:
 - 1. Symptomatic persons should be instructed to contact their health care provider to be tested for COVID-19 and [self-isolate](#) at home.
 - 2. 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.
 - xvii. Person(s) with suspected or confirmed COVID-19 must stay out of education programming until symptom-based criteria are met for [discontinuation of isolation](#).
 - xviii. Communicate with staff, educators, and families 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.
 - xix. When a classroom cohort member (staff or student) has been diagnosed with Covid-19 a mandatory two week isolation and move to a fully remote learning environment for that class will occur.
 - xx. Resource links:
 - 1. NH DoE Guidance: [Considerations for Schools](#)
 - 2. NH School Nurses Association: [New Hampshire School Nurses' Association - Home](#)
 - 3. NH DHHS Guidance: [Information for Schools | Resources and Guidance | COVID-19](#)
- b. Social Distancing and Cohorting (Grouping) Students
- i. Transportation: 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. Students and parents/guardians should, 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.
 - ii. Congregation/waiting outside of the school in the morning or afternoon should be avoided. [Morning Drop Off and Dismissal](#) will take place in the back of the school using the rear Gymnasium Doors to allow students to have access to the gymnasium which will be monitored by staff to ensure proper social distancing and mask wearing. Any waiting students should have clear instructions and areas in the gym marked off by grade span to aid in appropriate physical distancing. In the morning, students will be sent to classrooms as quickly as possible to minimize any social interaction.

- iii. Classrooms: Desks/tables in rows, students 3 feet apart (seating students as far apart as possible), recommend students wear masks when 3-6 feet of separation or desk shields cannot be utilized, staff must wear masks or approved face shields.
- iv. Students should have assigned seating in all classrooms so they are consistently sitting next to the same person. Switching of seating can periodically occur, but should be minimized. Take attendance for each class every day. 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.
- v. Classroom activities should be conducted to minimize close contact and avoid groups whenever possible. Any small group activities should be conducted so that students are spaced at least three feet apart. Students should wear masks when 3-6 feet or shields cannot be utilized.
- vi. Arrange developmentally appropriate activities for smaller group activities, rearrange furniture, and play spaces to maintain physical distancing, when possible.
- vii. Classrooms should be grouped/cohorted together to the extent possible so that students and teachers in one classroom/group avoid interaction (i.e., crossover) with another classroom/group.
- viii. Students should not mix with other classes during Unified Arts classes (art, PE, music, etc.). They will stay in their cohort class groups and the UA teacher shall move between classrooms instead of the students. UA classes will be held within the general education classrooms or outdoors if applicable and appropriate.
- ix. Overall, keep students and teachers in small cohort groups that stay together as much as possible during the day, and from day to day.
- x. Cafeteria: If social distancing is not possible in the cafeteria, have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat.
- xi. Gymnasium: Maintain 3ft social distancing. For PE/Health classes, Create lessons that provide for the 3ft social distancing and utilize outdoor spaces as often as possible.
- xii. Recess/Playground: Maintain 3ft social distancing. Enforcing physical distancing in an outside playground may be difficult. When possible, emphasis should be placed on limiting the size of groups and maintaining consistent small cohorts participating in outdoor recess or playground time at the same time. Staff will work to stagger recess times to maintain smaller group sizes
- xiii. Hallways: Maintain 3ft social distancing, whenever possible have hallway use staggered so flow goes one way. Grade level teams should create a schedule that allows for cohorts to use the hallways separate from other cohorts.
- xiv. For grades 6-8, there will be NO Locker use.
- xv. The Building Leadership Team will consider utilizing other larger school areas for instructional or Covid related needs (ex. gymnasium, cafeteria, or outdoor spaces) to maximize physical distancing. Larger areas may also serve as back-up educational spaces in the event a classroom needs to temporarily relocate.
- xvi. Staff should try to maintain at least six feet of physical distancing from other staff in their work environment. This should include avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms. In-person group meetings should be limited—conduct staff meetings remotely (e.g., via Zoom or Google based

- conferences/meetings). Staff should also attempt to stay three to six feet from students during educational/instruction time in classrooms as much as possible.
- xvii. Students arriving late to school will be permitted to enter the building, however, parents/guardians will need to sign in the student (if applicable) in the vestibule area and will not be permitted to enter the building, unless other arrangements have been made (meeting, dropping off medicine, etc.).
 - xviii. Non-essential visitors and volunteers will be minimized and will need to be permitted by the building Principal or the Assistant Principal.
 - xix. Bathrooms: No more than 4 students in a bathroom at a time. Have students sign out of your classrooms. Staff need to monitor the hallways whenever possible. It is recommended that we utilize hallway monitors if a plan can be put in place.
 - xx. Nurse: The Nurse shall set guidelines for office use, but as a general rule, no more than two people in the office at a time.
 - xxi. Utilize handwashing stations and disinfecting lotion in each classroom or area)
 - xxii. Limit mixing between cohort groups as much as possible (e.g., during recess, lunch in the cafeteria, arrival and dismissal, etc.)
 - xxiii. Overall, Limit Cohort Mingling

c. Reporting and Investigating COVID-19 in the Educational Facility

- i. Any person with suspected or confirmed COVID-19 should be reported immediately to the School Nurse and Building Administration who will then report it to NH Dept of Public Health by calling 603-271-4496 (after-hours call 603-271-5300 and ask for the public health nurse on call).
- ii. 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).
- iii. “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.
- iv. 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.
- v. NH public health will work with schools to collect the necessary information (through the schools point-of-contact), interview the person diagnosed with COVID19, and potentially other staff involved to gather information to make an informed decision about risk and need for people to quarantine.
- vi. Public health will also assist with school and student/family communication.

[Return to TOC](#)

3. Prepare the Physical School Environment

- a. In addition to below, see Section 2b for more information.
 - i. Provide social distancing floor/seating markings in hallways, and waiting and reception areas.
 - ii. Mark 3 feet of spacing in hallways and classrooms to remind students and staff to always stay 3 feet apart in lines
 - iii. Provide marks on the floors of restrooms and locker rooms to indicate proper social distancing.
 - iv. Limit nonessential visitors and activities involving external groups or organizations.
 - v. Place physical barriers such as plexiglass for protection at reception desks and similar areas.
 - vi. Arrange desks or seating so that students are separated from one another by 3 feet when feasible.
 - vii. If it is not possible to arrange seating 3 feet apart, consider having all students sit facing the same direction (i.e., all sitting on the same side of a table), or using barriers between students.
 - viii. Designate entrances and/or hallways as one-way, where possible (or sides of hallways) posting directional reminders on the walls and/or floor.
 - ix. Designate entrance and exit doors for rooms when possible to reduce the chance that people meet face to face.

a. Cloth Face Covering Use and Personal Protective Equipment (PPE)

- i. Staff will be required to wear masks or approved face shields.
- ii. All students are required to wear masks when 3-6 feet of social distancing cannot be enforced or desk/table shields cannot be utilized (hallways, common areas, bathrooms, etc.).
- iii. Because of increased risk for coming into close contact with other students in an uncontrolled fashion, Nottingham School requires that cloth face coverings be used when a student is:
 1. Waiting to enter, or entering, the school building
 2. Leaving the school building
 3. Arriving to, or leaving, a classroom
 4. Boarding, exiting, or seated on a school bus
 5. Traveling in hallways, and transiting between classes or to the restroom
 6. Engaged in classroom or group activities where students may come closer than 3 feet of other students or staff
- iv. For students with disabilities, students with underlying health conditions that prevent effective mask use, the IEP, 504, or Health Plan will guide the use of PPE.
- v. Students unwilling to wear face coverings will be asked to wear face masks by the teacher and/or administration.
- vi. Cloth face coverings/masks should be provided by the student/family, but the school will have disposable face masks to make available if students arrive without a cloth face covering.

- vii. Mask breaks should occur throughout the day when students can be six feet apart and ideally outside. Older students moving around the school more fluidly should sanitize hands before and after taking off/putting on face masks. Nottingham School will need to teach the students how to remove and store masks safely.
 - viii. Educators and other staff provide students effective modeling examples. Face-shields and/or masks are required for educators and staff.
 - ix. Given that **visitors** may not be members of the local community, Nottingham will be limiting/minimizing non-essential visitors, and visitors will be required to wear face coverings upon entry to building and grounds.
 - x. All educators and staff working with students are encouraged to wear cloth face coverings over their nose and mouth when in school, when three to six feet of physical distancing may be difficult to maintain (including in the classroom) and/or when caring for potentially vulnerable students with underlying health conditions and disabilities. This includes when indoors in education areas, but also when outdoors where other adults or students are around, and in shared staff areas (e.g., offices and break rooms).
 - xi. Students, staff and families should 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 should be sanitized.
- b. Promote a culture of good hygiene, handwashing, sneezing into the elbow, avoiding elongated periods in close quarters with larger groups of people.
- i. 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.
 - ii. Staff and students should practice frequent hand hygiene:
 1. 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 70% alcohol.
 2. Always wash hands with soap and water if hands are visibly dirty.
 3. For younger children, when soap and water are not readily available, alcohol based hand sanitizer should be used under the direct supervision of staff.
 4. Teachers and staff should have an alcohol-based hand sanitizer available in all classrooms. When not in use, hand sanitizer should be kept out of reach of younger students (on a high shelf, cabinet, or in a backpack worn by staff outside).
 5. Supervise and help students needing assistance to ensure they are washing/sanitizing hands correctly, and to prevent swallowing of alcohol-based hand sanitizer.
 6. Hand hygiene should 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.

- iii. Advise students, educators and staff to 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.

c. Evaluate school cleaning practices.

- i. Protocols will be developed and records will be maintained by the Maintenance Director and communicated to the leadership team and staff.
- ii. 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 should follow CDC guidance for cleaning and disinfecting your 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. Develop a schedule for cleaning, sanitizing, and disinfecting surfaces and objects that are frequently touched, including toys, equipment, teaching materials, and other surfaces not ordinarily cleaned (e.g., doorknobs, light switches, countertops, chairs, desks, cubbies, etc.). Frequently touched surfaces should be cleaned and disinfected at least daily. If students are moving between classrooms, consider cleaning and disinfecting classrooms more frequently (e.g., at least two–three times daily) and ideally between groups of students, if scheduling allows.
 - 4. When possible, avoid the use of shared materials. If shared teaching material is necessary, then focus on hand hygiene before and after each educational session and use (frequent hand hygiene in this setting would be facilitated by having an alcohol-based hand sanitizer available for in-classroom use, which is monitored and stored safely to avoid misuse by children).
 - 5. Minimize 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. Facilities should consider removing water tables, sensory tables, etc. from use for the time being and 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 should follow the disinfectant manufacturer's instructions:
 - a. Use the proper concentration of disinfectant.
 - b. Maintain the disinfectant for the required wet contact time.
 - c. Follow the product label hazard warnings and instructions for PPE, such as gloves, eye protection, and adequate ventilation.
 - d. Use disinfectants in a well ventilated space. Extensive use of disinfectant products should be done when students are not present and the facility thoroughly aired out before students return.
- iii. Outside playground equipment exposed to sun and other weather elements is probably a lower risk for transmission and does not require the same frequent

cleaning and disinfection as shared indoor equipment and surfaces. Outdoor areas, like playgrounds in schools and parks generally require normal routine cleaning:

1. In general, do not spray disinfectant on outdoor playgrounds (it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public,), however high touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
 2. Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.
 3. Sidewalks and roads should not be disinfected.
- iv. Should someone become sick, clean and restore the learning environment so that in-person learning can continue. Be ready to follow [CDC guidance on how to disinfect](#) your building or facility if someone is sick. If a sick child or staff person has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick person has gone home.
- v. If COVID-19 is confirmed in a child or staff member:
1. 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.
 2. Open outside doors and windows to increase air circulation in the areas.
 3. 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.
 4. Clean and disinfect all areas used by the person who is sick, such as classrooms, offices, bathrooms, and common areas.
 5. 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.

d. School Building Use for Non-School Functions

- i. Our policy allows for administrative determination allowing the building administration to limit all activity, to that end we will limit the use of its facilities for non-school related functions.
- ii. When outside groups are allowed to access the building, building administration will evaluate the need for appropriate disinfectant procedures to maintain a healthy environment for students and staff re-entering the building. This may demand that the outside groups pay for disinfecting the areas utilized.
- iii. The Recreation Department's Afterschool Childcare for students will follow district protocols, and any additional State NHDHHS Guidelines for Child Care Safety, and Town guidance for safety.

e. Evaluate ventilation systems to mitigate spread.

- i. We have recently had our entire ductwork system cleaned and air handlers maintained on a regular basis.
- ii. We will continue to ensure that our HVAC systems are working properly and are configured to increase the circulation of exterior air as much as possible.
- iii. We may provide window fans for classrooms in order to bring in outside air into the classrooms, as recommended by the State of NH and CDC.
- iv. Staff are encouraged to provide instructional opportunities outdoors when the weather is conducive, and all other safety protocols can be followed.

4. Support Student, Family and Educator Wellness

- a. Plan to support social emotional learning for students.
 - i. Establish screening protocol to be conducted by trained personnel to identify students who may have Social/Emotional/Trauma needs
 - ii. Create a tiered system of support to address student needs identified in screening (e.g., concerns about coming back to school may range from just feeling nervous to students in high risk groups, how to better connect with students/families who have not been readily responding this spring, etc.)
 - iii. More than ever, staff will need to model a sense of calmness, self-assurance, and positivity to their students as they enter the school year. The first week of school will focus on stabilizing students by spending time building relationships, modeling expectations, and implementing support systems. This will include setting up time to last year's cohorts to see if social distancing can be maintained.
 - iv. Teachers and staff should be prepared to discuss the COVID-19 pandemic with students and the importance for the changes to normal/expected school operations. Time spent on these activities may vary by the age of students served.
 - v. Educators will engage in academic and social/emotional health check-ins with students on a regular basis and are encouraged to implement activities to de-stress the learning environment, such as play-based learning activities, outside classroom breaks, etc.

- b. Consider outreach programs and strategies to reach at-risk students.
 - i. Classroom guidance for the whole group targeting SEL skills, in correlation to CDC, if it allows, lunch bunches and snack chats to target social skills and emotional needs, and provide parental resources via email, website and use of homework folders.
 - ii. Nottingham Guidance and Wellness teams will consider strategies to define and identify at-risk students and staff and help to put in place appropriate supports. When students initially return, it will be difficult to make immediate assessments as a result of the disruptive effect of the pandemic. Students should be monitored and, where needed both the students and their families may need to be supported. See Red Flag Program. Red Flag Program - See Guidance Counselors

- c. Mental health resource partners to support students, families, and educators in need (including those that provide mental health services, telehealth services, and meal service to students).
 - i. Provide information to all staff via email, for Health Trust Employee Assistance Program 800-759-8122 <https://www.healthtrustnh.org>
 - ii. 211- Connection with any type of resource in New Hampshire. May be anonymous, you are asked your first name and zip code of where you are.
 - iii. Counselors will reach out via email to families to remind them of the services they provide at school and how to contact them if they need support or to be connected with services.
 - iv. Keep websites updated with resources available to families in the area. (Perhaps create a tab on the homepage of the guidance website)
 - v. Counseling - Seacoast Mental Health 603-772-2710

- vi. Southern New Hampshire Services, Inc. Energy Assistance, Workforce, Nutrition, Housing: (603) 668-8010, www.snhs.org
- vii. End 68 hours of hunger - Contact your school counselor
- viii. Food pantries: Must complete application first third Thursday of each month from 6:00-7:00 PM at 139 Stage Road, Nottingham Contact: Chelli Tennis 679-5209

d. Diverse Learners and Students with Special Needs.

- i. Nottingham will utilize the IEP, 504, and Health Plans to address the needs of students with special needs or disabilities. These plans will consider both health and safety, as well as academic considerations as they relate to the Covid 19 crisis and Remote Learning.
- ii. The plans will clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal or support needs and ensure safety for students who need assistance with activities of daily living, as well as their service providers.
- iii. The plans should also determine how adequate space and facilities will be utilized to maintain the health and safety of students and staff.
- iv. Districts should work with families and students to ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Act is achieved. This plan should seek to determine what FAPE looks like for each student and family (it may be different from the individualized education program (IEP) developed prior to the COVID-19 epidemic).
- v. All plans should ensure that children with special needs are included in all options of school education models by using the District approved process to customize educational opportunities and provide supports when necessary. This includes any necessary changes to IEPs depending on circumstances.

[Return to TOC](#)

5. Integrate Hybrid Capacity Learning Environments

- a. Pre-Planning for In-Person, Hybrid, Distance Learning, and Remote Instruction.
 - i. **Nottingham School will need to** be able to conduct in-person learning (hybrid or full) and **potentially 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.
 - ii. The Phases of Reopening school are: **Phase 1:** Fully Remote Instruction and Learning, **Phase 2:** A Restrictive Hybrid Model with a mix of InSchool and Remote Instruction, **Phase 3:** A Less Restrictive Hybrid Model with a mix of InSchool and Remote Instruction, **Phase 4:** Fully InSchool Instruction and Learning.
 - iii. The following is our **Phase 2** Learning Model.
 - 1. To start the 2020-2021 School Year, we will operate on an alternating day schedule in order to accommodate a 50% student population to ensure that we can manage proper social distancing. The school day times and schedule may need to be adjusted to accommodate this alternative temporary reentry plan, such as staggered drop off times and shorter classes.
 - 2. For most K-8 students, they will be scheduled to meet In-Person 2 days a

week as part of 2 cohorts (To create the cohorts, we will use families/last names as our first separator, with the next one being academic need, followed by social emotional need. Students requiring related services or special instruction may be in the building more than two days per week based on their educational needs). Students will then have 3 days of Remote Learning. This would allow staff to see all students each week. On the days that students are home, they will participate in Remote Learning, and on those days students are expected to complete tasks assigned by their teachers, participate online in meetings, as well as independent practice, review, and reinforcement. On Fridays, time will be set aside for teachers to plan, participate in meetings, and check in with students and colleagues that are all working remotely.

3. More information will be coming as to the exact schedule once we determine what students and staff will be in the building and who will remain fully remote.
 4. Although no plan will meet everyone's desires or needs, this plan was the overall choice of the Nottingham Reopening Committee and had the most support by the Nottingham Staff on the Administrative Council.
- iv. Regardless of the Hybrid Option chosen, if parents decide they will not be sending their student(s) to school and choose to homeschool or ask for a fully Remote Instruction option, they will need to make that decision by August 12, 2020 in writing and commit to that decision until the end of the marking period.

b. Consider additional policies for remote/hybrid instruction.

- i. Adjustments to district collective bargaining agreements may need to be implemented to provide the flexibility to adjust to changing circumstances throughout 2020/21. Additional procedures/policies that should be considered may include:

1. Attendance / Truancy
2. Participation / Flexibility in class learning activities
3. Participation in extracurricular activities
4. Self-quarantine following travel
5. Student athletics
6. School trips
7. After school programming
8. Non-compliance

c. Consider the implications of staffing models and staffing needs for the return to school model adopted.

- i. It may not be practical to expect educators to simultaneously support both in-person and remote instruction in the same day. Any model dependent on educators performing this “daily double-duty”, while possible in a short term scenario, would not be sustainable over an extended period of time. Thus, if Nottingham school is supporting in-person instruction while simultaneously supporting remote instruction for students who are not able to access in-person instruction, district plans must ensure that educators are not performing “daily double-duty”.
- ii. Nottingham School District may, however, consider it feasible, with the right tools (based on teacher input) for educators to support both in person students and remote instruction students as in a “Hybrid Learning Model”.

[Return to TOC](#)

6. Consider Technology for Dynamic Learning Environments

- a. Student and staff privacy concerns
 - i. We have as secure a network as we can using Google as our priority platform.
 - ii. We have just instituted Go Guardian, and will need to train staff and inform students.
 - iii. 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.

- b. Consolidation of management systems
 - i. The state is in negotiations with CANVAS LMS and we can currently limit the platforms for working with students to Google Meeting/Classroom, Zoom, and SeeSaw.
 - ii. Any other software/platforms to be used needs to be vetted by the District Technology Administrator in conjunction with the Building Administrators and Technology Committee as needed.

- c. Remote Instruction Best Practices
 - i. Many of the lessons learned have been captured on the NH DOE website nhLearnsRemotely.com. The NH DOE will continue to capture best practices to share with other districts. Live in person teaching and remote teaching are very different, so how the learning is assessed needs to be structured to fit both scenarios. Technology will play an important role in how this is done. We will follow the typical grading and assessment policies unless otherwise approved by the School Board and communicated to the parents/students. The following are **suggestions** on how this may occur.
 - 1. A portfolio system can work well for students in grades 6-8. Each subject will have a series of activities/assignments to teach skills with a competency based project or portfolio for the final grade. The requirements can be slightly different if needed, but the final project should require the same demonstration of skills.
 - 2. For grades 3-5, the students should be given activities/assignments relative to the subjects being studied. They should be given ample feedback and opportunities to re-do or modify their work to show competency. Scaffolded projects can be used to demonstrate competencies.
 - 3. For grades K-2, students should be presented lessons in a hands-on way as much as possible, with lots of practice to develop skills. Frequent check-ins for mastery should be done, progress monitoring students who are not mastering the skills. Whenever possible, infuse Science and Social Studies into the ELA and Math lessons.

[Return to TOC](#)

7. Review Transportation Policies and Protocols

- a. Transportation Safety
 - i. District transportation plans must implement safety protocols that are realistic and not overly disruptive of the instructional models.

- ii. 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. Consider the classroom cohorts when possible and encourage mask wearing when in vehicles with non family/non household members.
- iii. Students and parents/guardians should, when possible, maintain at least six feet of physical distancing at bus stops and while loading and unloading the bus.
- iv. 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.
- v. **Parent Drop Off and Pick Up:** Congregation/waiting outside of the school in the morning or afternoon should be avoided. Morning Drop Off will take place in the back of the school using the rear Gymnasium Doors to allow students to have access to the gymnasium which will be monitored by staff to ensure proper social distancing and mask wearing if applicable. Any waiting students should have clear instructions and areas marked off by grade span and classroom cohort to aid in appropriate physical distancing. Staff should be monitoring before and after school to encourage physical distancing on school grounds. Students will be sent to their classrooms as soon as is feasible in the morning. Dismissal for Car Riders will be done in shifts with students/families, for example, last names A-M at 2:35 and N-Z at 2:45. Students will please wait for the announcement by the main office.
- vi. Whenever possible students should go directly to their classrooms in the morning, and stay in their classrooms until called for dismissal.
- vii. Signs must be posted at all entrances clearly indicating that no one may enter if they have symptoms of respiratory illness or fever.
- viii. Encourage students to wash/sanitize hands upon entering the building and/or classrooms.
- ix. **Bus Transportation:** Transportation Companies under contract with the Nottingham School District will provide for the safe transportation of students to and from the Nottingham School. They are responsible for proper bus safety procedures. It is important to note that in order to maintain some measure of social distancing on school buses, one bus can accommodate approximately 26 students at a time, or 182 students total spread across the typical 7 bus runs. Additional bus runs will impact the school schedule.
- x. Parents/guardians should be screening 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 will be informed of this strict requirement. If a student arrives sick, see the response plan above.
- xi. Bus companies 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. Siblings or students from the same house can be seated together.
- xii. If possible, consider assigned seating on buses. Create physical distance between students and on school buses (for example, seating students one child per seat, every other row).
- xiii. Student transportation should adhere to appropriate social-distancing of students while they are waiting prior to embarking and disembarking.
- xiv. All non-driver staff supporting the transportation of students should wear a mask over their nose and mouth at all times while boarding, riding, and exiting the bus.

- xv. All bus drivers should wear a cloth face covering over their nose and mouth at all times while stopped and students are present on the bus, or while students are boarding/exiting the bus. Bus drivers should also wear a cloth face covering while driving, if safe to do so. If the cloth face covering causes obstruction of the driver's view, or unsafe driving conditions, it can be removed, but in those circumstances, students should be at least six feet away from the bus-driver, or Department of Safety approved plastic barriers should be installed between seating areas and the bus driver.
- xvi. Students (except those who should not use cloth face coverings as recommended by CDC) should wear a cloth face covering over their nose and mouth at all times while boarding, riding, and exiting the bus.
 - 1. *Who should NOT use cloth face coverings: children under age 2, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance - CDC, 2020.*
- xvii. On days where circumstances permit and it is safe to do so, windows should be kept open to enhance the flow of fresh air. If windows are unable to be opened, increase outdoor air circulation inside using the ventilation system. Do not re-circulate internal air.
- xviii. Bus companies will clean and disinfect the bus, seating, and commonly touched surfaces after each transportation run.
 - 1. Practice routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator.
 - 2. Drivers and monitors/additional adults should wash hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer prior to entering the bus.
- xix. If needed, it may be possible to stagger drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.
- xx. Create more bus stops to minimize the number of students waiting together.
- xxi. Parents and School should promote physical distance between students at bus stops.
- xxii. Bus Companies should prepare for driver/employee shortages and sickness prevention.

[Return to TOC](#)

8. Plan for School Meals

- a. If numbers and safety protocols allow, adjust schedules to limit cafeteria crowds
 - i. Safety protocols that may be employed in a district may necessitate adjusted schedules to allow more meal times with fewer students participating in each service. Staggered lunch times must not start earlier than 11:00 a.m.
- b. Classroom Meals
 - i. If scheduling and social distancing requirements make it not possible to use the cafeteria, have meals delivered to the classroom or have students bring food from the cafeteria back to their classrooms to eat. It is also possible for students to eat outside.

- ii. Limit Cohort Mingling
- iii. Eat Outdoors as much as possible.
- iv. Cafeteria is not available for lunch use at the start of the year.
- v. Separation practices within the classroom should be adhered to, in order to protect food allergic students.
- vi. USDA requirements for meals are cumbersome. While many waivers have been obtained and will last through June 2021, when changes to traditional meal service are made, districts are encouraged to consult with the NH DOE to ensure USDA meal qualification criteria are still met.
- vii. Trash receptacles (barrels, recycling, etc) will be outside classrooms in the hallway for proper cleaning and the disposal of trash.
- viii. Extra cleaning supplies will be provided for each classroom.

c. Meals for Students Not Attending On-Site School

- i. It is possible that some students will be participating remotely in their instruction. Qualifying students may still need to access meals. The NH DOE continues to hold waivers to USDA meal requirements that will last through June 2021, however, the Nottingham Food Service Director will consult with the NH DOE when planning support for meals for students participating in remote instruction to ensure meal qualification criteria are still met.

[Return to TOC](#)

9. Prepare for Dynamic Instruction

a. Student Learning Workgroup

- i. This will be done by grade level teaching and intervention teams through our Rtl meetings. This will be led by our Curriculum Director, Guidance Counselors, and Math and Reading specialists. They will be tasked with defining the instructional priorities for students returning to school. The main charge is to consider how instructional practices can be designed to support students who, as a result of remote instruction, may have wider variation in content knowledge associated with grade-level expectations. An understanding of students' social-emotional and mental health as they return to school must also be addressed.
- ii. Consistency in curriculum delivery, communication, and accountability will be more important than ever given that students or staff may need to go out for remote periods of time.

b. Establish a Baseline for Student Learning

- i. The first few weeks of teaching and learning will have an SEL component and an organizational focus. Time spent establishing routines for in person and remote learning (should we have to return to it) will be vital.
- ii. Baseline assessments will need to be done on all students after the first week of school, but within the first three weeks of school reopening to students. All students will be benchmarked in fall, winter, and spring.
- iii. If possible, students who have chosen remote learning will be invited to school just to be tested in isolated rooms. This will preserve the integrity of the assessment scores while providing the added care remote students need to prevent infection.

- iv. If enough students choose remote learning, in-school students may need to have a remote learning day so that the remote students can come to school to test. If there are not many students who need to test, the cafeteria can be used as the students arrive on schedule to test.
- v. A schedule of NWEA tests will be created so that all students in grades 2-8 will take both reading and math.
- vi. At the teacher's discretion (for in-school students), Aimsweb Plus will be administered in Reading and Math within the first month of school. Remote students will be able to come to specially scheduled testing sessions with appropriate distancing and sanitary requirements.
- vii. In some cases, students with individualized education plans had significant difficulty accessing education during remote instruction. Specific guidance has been issued by the NH DOE relative to the application of Executive Order 48, which addresses the educational needs of these students. Schools will need to ensure that these IEPs are implemented to ensure progress toward goals.
- viii. In addition, Classroom Teaching staff and Paraprofessionals remain vital components of understanding students' social/emotional and mental health status, educators 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.

c. Individual Student Baseline Management

- i. Through our IEP, 504, and RtI/MTSS processes, we will address students returning to school (whether in the classroom or remotely) at varying levels of academic readiness. These plans will help to ensure a customized student learning pathway that can be followed throughout the school year.
- ii. Grouping students at similar student learning baselines and developing a common instructional plan that outlines similar learning goals and differentiated instructional practices that would be best for those students. Such grouping may vary by subject.
- iii. Considerations/Suggestions for Grades 6-8 grouping:
 - 1. Since these grades have mixed cohorts due to leveling for math, we need to minimize the mixing of students.
 - 2. Student and Staff movement plans will need to be made to minimize mixing of chorots (use two doors, stagger class times, etc.). There may be a need to remix students in grades 6-8 due to leveled math groups.
 - 3. OR in grades 7/8 Math and Science may be scheduled on the same days while ELA and Social Studies on the alternating days. On their respective days, students will have two blocks of each subject, following the regular scheduled time blocks. The cohorts will not mix on those days, minimizing changes. Students will stay in the same rooms on each day while the teachers will move.
 - 4. UAs will also happen either in the same room or outside if possible. We will need to address the UA schedule to accommodate less transitions within each classroom cohort.
 - 5. Sanitizing of the rooms will take place at the end of each day to prepare for the different cohort the next day.

d. Implementation and Monitoring of Student Instructional Plans

- i. To ensure that the student instructional plans are meaningfully implemented, grade level teaching and intervention teams will, through our Rtl meetings, led by our Curriculum Director, Guidance Counselors, and Math and Reading specialists, monitor student progress (academically as well as socially/emotionally).

[Return to TOC](#)

10. Professional Development Considerations

- a. When New Hampshire schools shifted to remote learning in spring 2020, educators willingly stepped up to transition to remote instruction because they knew it was the right thing to do for students. Reflecting on the most recent remote learning experience, however, educators identified several areas that require additional support and guidance to ensure that remote instruction is most effective for students. This need was further supported from the Student Voice Workgroup, whose participants noted that the quality of remote learning experiences varied, the need to support teachers with their learning management platforms and the overall lack of motivation and increased stress many students were experiencing. This recommendation provides guidance on professional development topics focused on:
 - i. Remote learning practices, including the districts' learning management system and best practices for remote or hybrid curriculum design.
 - ii. Support for all school-based staff on trauma-responsive instruction and social/emotional learning.
- b. (a) Remote Learning Practices and the District's Learning Management System
 - i. Teacher/Staff training on the various platforms employed for distance-learning. This includes video-conferencing systems.. Also, the NH DOE is currently in negotiations with CANVAS LMS and may potentially deploy their software statewide.
 - ii. Strategies for effective remote instruction delivery, including curriculum design.
 - iii. Effective student engagement strategies.
 - iv. Establish how work can be turned in, assessed and graded.
 - v. Student accountability will be key.
 - vi. LMS considerations: integration with current systems, staff training, etc.
 - vii. Need to stick to one or two platforms (Zoom and/or Google Meeting).
 - viii. Strategies for customizing in-classroom lessons and making them accessible, interactive, and effective in a virtual environment.
 1. Explore how teachers may be able to broadcast from classrooms.
 2. Explore ability to share different camera angles or share whiteboard with in class students as well as online students.
 3. Training on how to save and share live lessons for students who could not attend live sessions.
- c. (b)Trauma-Responsive Instruction and Social-Emotional Learning
 - i. Nottingham Guidance and Wellness teams will consider strategies to define and identify at-risk students and staff and help to put in place appropriate supports.

- ii. Provide resources on supporting all school staff on recognizing and responding to the signs of trauma.
- iii. Provide resources for Trauma-responsive instruction.
- iv. Provide resources for supporting the social-emotional learning of students.

*This document is a dynamic plan that may change as local, state, and national trends fluctuate. The Nottingham School District will consult the most updated guidance from the United States Centers for Disease Control and Prevention and the New Hampshire Department of Health and Human Services, and may adapt this plan as needed to fit the needs of the school community.

[Return to TOC](#)