

Nottingham School District 2020-2021 Reopening Phases Summary

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 Instructional Phases/Models move from *Fully Remote to Fully In-School (Pre-Covid 19 Model)* and are briefly defined below.

Phase 1 - Fully Remote Instruction

Phase 1a - Fully Remote with High Risk Students receiving some in school supports

Phase 2 - Hybrid Model with High Risk Students receiving some in school supports

Phase 3 - Blended Hybrid/Full In Model with modifications to mitigation protocols

Phase 4 - Fully In School Instruction with modifications to mitigation protocols

Phase 5 - Back to Pre-Covid programming

There are significant logistical implications and changes that the school must implement in order to meet expectations for all phases, including:

- Modification of the physical environment
- Changes in instructional model and practices
- Changes in classroom management practices
- Increased demands on staff members' time and workload
- Increased needs for professional development and training
- Changes in schedules and school calendar
- Changes to policies, procedures, and practices

It is important to remember that 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. The School Board will examine the situation every two weeks at the regularly scheduled board meetings.

General Understandings and Presumptions around adding students past Phase 2:

- The "in person" calculations (see worksheet) for Phase 3 is based on the Fully Remote staying Fully Remote.
- The 19 students (see worksheet) per classroom allows for 3ft distancing for grades K-4, however, as the bodies get bigger so does the risk that this cannot be maintained. It also does not allow for movement throughout the classroom to stations, rug time, etc.
- Lunches will still be in classrooms, so we will continue to have one or one half day a week where students will learn remotely and we allow staff to collaborate/communicate with each other and families.
- Staffing issues will exist as we add groups to the In-Person cohorts, and
- we may have less staff to teach the remote students so potentially Fully Remote Instruction would need to shift to Homeschooling or some other option.
- Staffing is currently based on employee preference. Shifting to a different schooling option may mean staffing will become based on administrative assignment.

Instructional Phases/Models

Phase 1 - Fully Remote Instruction

- Remote Instruction Delivered to all
- Modifications (similar to last spring) made as applicable
- Instructional Staff will teach from the building whenever possible

Phase 1a - Fully Remote with High Risk Students receiving some in school supports

- High Risk Students (such as Spec Education, 504, Soc Econ Status, Tiered Level, etc) will be allowed in the building to receive services and tutoring 1-3 days a week
- *We currently have 33 students identified as "High Risk" and accessing the building.*

Phase 2 - Hybrid Model with High Risk Students receiving some in school supports

- Current Model - operate on an alternating day schedule with two cohorts in order to accommodate a 50% student population to ensure that we can manage proper social distancing, etc. Each cohort will be in school two days a week and remote the other three days. The school day and schedule may need to be adjusted to accommodate this alternative temporary reentry plan.
- Some students and staff who opt for fully remote instruction and learning will be accommodated.
- High Risk Students (such as Spec Education, 504, Soc Econ Status, Tiered Level, etc) will be allowed in the building to receive in school services and tutoring 1-3 days a week.
- *In Building Student Populations: Cohort 1- 192(M/Th); Cohort 2- 208(T/Fri); High Risk- 33(W)*

Phase 3 - Blended Hybrid/Full In Model

- Classrooms currently can sustain up to 19 students while maintaining a maximum 3 foot social distance. Some Social Distancing protocols will need to be relaxed (hallways, bus, etc.).
- For grades K-6, based on the enrolled students in our Hybrid model, and the "other" category, those students could attend "in-school learning" 4.5 days per week, with the one half day being remote/independent time.
- Grades 7 and 8 would need to maintain the current Hybrid Status.
- UA Schedules, Lunches, and other logistics would remain the same as the Hybrid phase.
- Mask breaks would occur largely outside of the building.
- Bus numbers may be an issue in regards to limiting ridership to 26 students.
- Fully Remote Instruction Staffing becomes an issue.
- *In Building Student Population: K thru 6- 282; 7/8 Hybrid- 118; total of 400*

Phase 4 - Fully In School Instruction with modifications

- Significantly Relaxing the "Social Distancing" mandate, all grades could attend "in-school learning" 4.5 days per week, with the one half day being remote/independent time.
- UA Schedules, Lunches, and other logistics would remain the same as the Hybrid phase.
- Mask breaks would occur largely outside of the building.
- Bus numbers may be an issue in regards to limiting ridership to 26 students.
- Fully Remote Instruction moves to Homeschooling or VLACS options as staffing remains an issue.
- *In Building Student Population: 400+ (depends on # of remote students returning to in-person)*

Phase 5 - Back to Pre-Covid programming

Phases 1a through 4 at glance:

The Four Guiding Goals for the Nottingham School District's Reopening Plan:

1. Ensure Healthy Classrooms - Following safe practices in classrooms
2. Ensure Healthy Buildings - Creating routines and practices to promote an overall healthy building
3. Ensure Healthy Policies - Building a culture of health, safety, and shared responsibility
4. Ensure Healthy Schedules - Moving between rooms and locations safely

Overarching Goals	Categories	K-8 Requirements and Practices for Phases 1a through 2	K-8 Requirements and Practices for Phases 3 and 4
Healthy Classrooms	Face coverings: Bus, Hallways, Classrooms	Masks are required at all times and are required when 6 feet of social distancing is not possible (i.e. bus, hallways, bathrooms). When students are seated at their desks working independently, masks breaks may occur if desk shields and teacher face shields are in use.	
	Hand hygiene	Students and staff are expected to wash hands frequently and use hand sanitizer if washing hands is not possible.	
	Physical distancing	Keep three to six feet between individuals, as much as possible, for as long as possible. Traffic patterns and seating arrangements created throughout the school to accommodate physical distancing guidelines.	Physical distancing of at least 3 feet is recommended when possible in and out of the building. Phase 3 and 4 will challenge this ability so staff will create schedules, "traffic patterns" and seating arrangements to accommodate as much physical distancing as possible..
	Shared Materials (Manipulatives, Phys Ed Equip, Supplies, Tech, etc.)	Modify classroom activities, physical activities, etc. to limit the use of shared equipment and close contact. Choose activities that limit close contact over those with a high degree of personal interaction.	
	Classroom Directed Breaks	Classroom teachers are encouraged to bring students outside for classes and "breaks" however, they must assist students in maintaining proper safety protocols.	
Healthy Buildings	Air ventilation	Recently Cleaned Installed IWave Filtering technology in each air handler (19 in total) Monitored by District Maintenance	
	Disinfecting objects	Shared supplies will be limited. Materials, surfaces, and supplies used by multiple classes will be disinfected between classes. Electrostatic Sprayers will be used to sanitize each room and teaching/office space.	
	Physical barriers	Utilize a type of polycarbonate/plastic shielding in select areas with fixed interactions such as the offices and for student desks and tables when appropriate.	
	No-contact infrastructure	Water fountain spouts will not be in use. Touchless water bottle filling stations will be available.	

		Students and staff are expected to bring personal containers for hydration. Use of touchless bathroom papertowel dispensers	
	Surface cleaning	Frequent daily cleaning of high touch, shared surfaces (i.e. bathrooms, door knobs, handrails) Electrostatic Sprayers will be used to santiazie each room and teaching/office space.	
	Bathroom hygiene	Measures taken in the bathrooms to accommodate social distancing recommendations of no more than 4 students in a bathroom..	Measures taken in the bathrooms to accommodate social distancing recommendations of no more than 6 students in a bathroom..
Healthy Policies & Procedures	Culture of safe practices.	Staff will engage in ongoing training regarding safe and healthy practices. 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.	
	Athletics	Middle level intramurals will be provided.	We will follow policies, procedures, and guidelines in accordance with state (NHIAA) and our local League to allow for Interscholastic play.
	Co-curricular activities and school-wide events	Clubs that can be offered remotely will be offered. Whole-school assemblies, School Dances, and other large events (ie. Mov-A-Thon) will not take place until further notice.	Small Group Clubs and Assemblies may be permitted in areas large enough to support some measure of social distancing (3 feet suggested)
	Response Team	The school nurse is the point of contact for all health questions and concerns. We will continue to review and implement the State of NH recommendations. Communication Committee and Covid Leadership Team members will be established.	
	Illness Prevention	We will follow protocols for health screenings for students, staff members, and visitors prior to entering the buildings. The majority of these are based on questioning and home/parent/guardian screening. If the individual does not pass the screening, they will not be allowed to board a school bus and/or enter a school building. We will ask parents to keep their child(ren) home whenever a student does not feel well or displays symptoms of COVID-19 or when it is known that a student has been in close contact with a known COVID-19 infected individual. Nurses will evaluate students who report to their offices with COVID-19 symptoms. And we will follow NHDHHS response protocols in case of a positive or suspected positive case.	
	Arrival, dismissal, and transitions	Arrival, dismissal, and class transition traffic will be modified in order to accommodate social distancing guidelines.	Social Distancing will be “significantly relaxed” during these phases, including on the buses.
	Establish & Communicate Remote	We will provide necessary supplies and support systems to continue	This would only apply to grades 7 and 8 and once we are offering fully in school options

	Learning Protocols	<p>learning for students when they are at home.</p> <p>We will provide student, teacher, and parent resources to promote best practices in distance learning</p>	for all, remote instruction will shift to a homeschool model or VLACS.
	Limit overall building population	<p>We will limit parent/visitor access to the building, especially for early drop off and early dismissal, to the office area only with face covering required.</p> <p>We will not allow parent volunteers within the building.</p> <p>Whenever possible, we will hold meetings and conferences remotely.</p> <p>School building use by outside groups will be significantly reduced/restricted.</p>	
Healthy Schedules	Lunches	Students will eat lunch in their classrooms or outside, maintaining proper precautions and social distancing.	In Phase 3, students will eat lunch in their classrooms or outside, maintaining proper precautions and social distancing, in Phase 4 we may reopen the cafeteria along with alternating students eating lunch in classrooms if needed.
	Recess	<p>Students will wash or sanitize their hands before and after recess.</p> <p>We will provide training for those supervising recess in order to reduce COVID-19 high-risk behaviors.</p> <p>Staff will stagger recess times, and to the extent we can, separate class cohorts by playground/field area.</p>	
	Instructional Model	<p>School will operate on an alternating schedule in order to accommodate a 50% student population.</p> <p>For most K-8 students, they will be scheduled to meet In-Person 2 days a week as part of 2 cohorts. 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.</p>	Other than Phase 3, grades 7-8, school will operate on a more traditional schedule with students in the building 4.5 days per week with 1/2 day a week being a remote day, allowing for staff to plan, train, collaborate, communicate with families, etc.
	Transportation	<p>Parent Transportation is encouraged. Arrival and Dismissal procedures will be altered for students and will provide extra time and space to socially distance.</p> <p>Dail Transportation will reduce the number of students in each school bus to allow for physical distancing (26 Students per bus).</p> <p>We will require masks to be worn while riding the bus. When appropriate, all windows will be open on the bus.</p>	<p>Dail Transportation will relax the number of students who may ride on a bus to a number yet to be determined..</p> <p>Parent Transportation is encouraged. Arrival and Dismissal procedures will be altered for students and will provide extra time and space to socially distance.</p> <p>We will require masks to be worn while riding the bus. When appropriate, all windows will be open on the bus.</p>
	Attendance	Parents/Guardians are required to call in student absences for In-Person school and Remote Instruction.	

WORKSHEET

Phase 3 # of Classrooms Needed with 19 students per room populations 3ft distance with shields
Grade - #of students (remote students) = classrooms needed (Overall, we have 478 Students - 400 In Person Hybrid and 78 Remote)

We can bring back all K students for all phases 2-5

K - $33(5) = 3$ classrooms

Grades 1-6 we have the space to bring back all **but REMOTE Cohort** for phase 3:

1 - $55(8) = 3$ classrooms

2 - $44(7) = 2$ classrooms

3 - $38(10) = 2$ classrooms

4 - $39(6) = 2$ classrooms

5 - $33(16) = 2$ classrooms

6 - $53(6) = 3$ classrooms

Due to numbers we need to **Keep as Hybrid** for phase 3:

7 - $60(14) =$ we would need 4 classrooms to keep the population at 19 or less

8 - $64(7) =$ we would need 4 classrooms to keep the population at 19 or less

Classroom Student Limits

Building Administration and Facilities Staff have all looked at these numbers and concur.

The majority of our classrooms are $30' \times 30' = 900$ sqft. Add to them what is needed to teach (These are K-4 numbers and are based on measurements, furniture spec sheets, and building administrations' estimates. They are in square feet):

- One table for individual/pair work (including 1 teacher 2 kids) $6 \times 8 = 48$
- Walking space, line up space, cubbies to store coats, bags, etc. at the back of the room. $5 \times 20 = 100$
- Safety area around main door and adjoining doors as well as window access for fire. $3 \times 3 = 9$
 $\times 2 = 18$, and $3 \times 3 = 9$ respectively.
- Teaching space in front of the room. $5 \times 15 = 75$
- Countertop and sink area. $2 \times 10 = 20$
- Storage closet/shelving $1.5 \times 5 = 7.5$
- Teacher and Para bodies each. $5 \times 5 = 25 \times 2 = 50$

Total Teacher/Staff and Student Common space needed= 327.5 sq ft

- Space needed per student: Every desk grades one through four are about just over 2 feet wide and 18" deep, add 3 feet between them, and add 1.5 sqft for 1-4 kids bodies (presuming that they stay still and seated/standing at the desk). $6 \times 5 = 30$ sq ft per student.
- With 900 sq ft total classroom space minus the 327.5 sq ft of common space needed leaves us 572.2 sq ft of space for student desks and bodies.

572.5 / 30 sq ft per child = gives us **room for up to 19 students in a classroom.**

Class Size Considerations

- These numbers were based on K-4 student desks and student size. If we factor in the student body, desk and table size increases for grades 5-8, the need for common space increases.
 - While we can move some furniture out of the classrooms, we are very short of storage space and due to fire codes we cannot put those materials in the hallways.
 - Primary teachers typically move their students from seat to rug to centers all day long and Social Distancing with 19 students may limit the use of those educational strategies in the classroom.
 - We need to be aware of the possible effects of being stationary at desks all day (negative behaviors will accelerate, boredom, lack of concentration, etc.)
 - The larger spaces (such as the art room, gymnasium, and cafeteria) are being used for classes and meetings (Phys Ed, Tech Ed, Staff meetings, etc.)
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- **Phase 4 # of Classroom/Teachers Grade Level Populations, and Remote Teachers**
(Overall, we have 477 Students - 408 In Person and 69 Remote - based on October 14 survey data)
 - Grade - #of in school students (remote students)
 - K - 35 (3) in 2 In School classrooms - Dedicated K-1 Remote Teacher
 - 1 - 55 (7) in 3 In School classrooms
 - 2 - 44 (7) in 2 In School classrooms - Dedicated Remote Teacher
 - 3 - 38 (10) in 2 In School classrooms - Dedicated 3-4 Remote Teacher
 - 4 - 39 (6) in 2 In School classrooms
 - 5 - 35 (14) in 2 In School classrooms - Dedicated Remote Teacher
 - 6 - 54 (5) in 3 In School classrooms - Shared In School/Remote Teachers
 - 7 - 62 (12) in 3 In School classrooms - Shared In School/Remote Teachers
 - 8 - 66 (5) in 3 In School classrooms - Shared In School/Remote Teachers
 - In this new phase, keep in mind, that while we will have increased numbers of students in the building, the overall number of students coming into school is still lower than average, and in many cases we will be able to maintain the 3ft of distancing we have been used to. We are also continuing to use the desk shields, hand hygiene, HVAC bi-polar ionization filters, masks, daily electrostatic sanitization of surfaces, and 3-6 feet of social distancing when we can.

Faculty Feedback

The Administrative Team solicited feedback from the staff. Here are the highlights:

Positives/Pros/Comments

- Fit in more academics.
- Physically help the children out more versus remote.
- More rigorous instruction
- You divide 37 kindergarteners by 3 classes, and yes Lindsay wants to come back, we have 12/13 in each class. That's less than one cohort of first grade.
- We have recess separately, with no other grades to share with
- Kelly's kids are already having the kids use the bathroom in her classroom this year to help have less students sharing the main bathroom.
- More opportunities for social interactions.
- More instruction in a variety of subjects.
- More support potentially from interventionists.
- More consistency with the week. Kids aren't all over the place wondering if it's a home learning day or a school day. Also, the super shy kids are still struggling at this point because of the inconsistencies. This will give them the opportunity to settle in and get comfortable.
- Many parents are asking for kids to be in school more.
- No more DOUBLE planning for us!!!!
- Basically the feedback from those who answered my email is to get the lower grades to come back first. People are worried about the lack of growth for kids in Grades 1-2 as well as the ability of students in Grades K-2 to attend in virtual settings.
- [We] thought about a point system whereby students would get points based on regression and severe regression. Like her, we are all concerned for those students who really lost ground during the spring months.
- If we were to transition to fully in, how would that transition happen? Phase in with lower grades first?
- Curriculum wise, it is obviously the best situation to have everyone all in.
- It is extremely difficult to find ways to touch base with students who are home while teaching the other cohort at school. Free/planning time then turns into responding back to student's questions. Trying to do this and prepare video lessons and other materials is running us ragged. Those of us in school would love to have as many kids as possible back in the building. Knowing that we already were exposed and the measures put in place worked makes us feel more comfortable moving forward.
- Are there area schools doing a full time or mostly full time model that we could emulate? Hampton Falls school's plan? Instruction from 8-12:30, most kids leave, lunch and have recess is at home. Interventions happen in the afternoon, they get morning preps. Teachers get prep and cleaning time in the afternoon. I think UAs integrate with classroom teachers, not sure how that piece would for us. Worth looking at and tweaking to fit our needs.
- I feel that I would give up everything in my room to be able to teach my students five days a week. After reviewing the data from fall benchmarks, it is clear that the students need to be in school. We are not going to make up the loss of learning from spring by only meeting with them two days a week. We are currently at day 16 of learning and I have seen each of my cohorts six times. This is not enough to make the significant progress that is needed.

Cons/Concerns/Obstacles

- What will children do when they are out for 2 weeks if there is no remote teacher?
- Packets for many weeks at a time will not be conducive. If the same child is not out a bunch it won't be as bad.
- Children will be out 2 weeks at a time and once back they could go back out for another 2 weeks. Education may be very choppy and they may miss a lot.
- Could we be potentially pivoting to fully remote soon? If so, it may not be worth transitioning back and forth.
- It would be interesting to know how many parents chose fully remote because their child can't be in school full time and so it causes daycare issues versus medical reasons for not being in school.
- Would they be in school 5 days a week or 4?
- What happens to the students who are fully remote? Do they join fully remote students or do VLACS or something else?
- How will the students who are in different classrooms be chosen to join the new group?
- If there are more than 9 students assigned to KM, then we will need to swap out some furniture and adjust the floorplan to accommodate the increased number of students while still adhering to COVID restrictions.
- One of our paraprofessionals has a son who is fully remote on Fridays. How would she do that with her 1:1 kiddo?
- If we increase time at school, parents might lose out on their daycare provider, which may be needed if we ever go full remote.
- Additionally there is concern that bringing kids back on the heels of cold/flu season pose challenges as do the potential confusions parents will feel making a change from hybrid to full in person for some and not others, siblings, for example.
- There is really no good answer. For me, personally, I feel safe in this school right now-I didn't think I would. Not sure how I will feel if we start filling up, even though I desperately want to accelerate student learning.
- Is all in a big risk/big reward situation. It may go super well, or we may end up back totally remote. Do we have a better chance of staying hybrid and lasting through flu season?
- If we go all in, will there still be an option to pick all remote? If so, how would that work for middle school and class groups/sizes?
- We have other thoughts, but really they are all about social distancing, PPE, etc.
- Having half the class at a time, I can do some (not a lot) small group work where we all sit spaced out on the rug and figure out math or reading problems together. It feels effective and like I can connect with the kids, even though it's not how I'd normally run my classroom. If we return to full-sized classes, kids are going to spend almost all of their time sitting at their desks doing work alone. I wouldn't be able to have kids work in small groups - there just wouldn't be enough space; I could pull one or two small groups a day. I think it will feel more restrictive.
- What would we do if we only phase in part of our population (like students with IEPs), and we still have students who are doing distance learning? Right now we are repeating our lessons for the second cohort. If we still have two cohorts, we would need to continue to do this. The kids who are full time would have to repeat the lessons. I think it has to be all or nothing with our current model. Unless the students who are home for their distance learning Day Zoom in for our lessons.
- This could also create another issue where some families are not comfortable with fully in - so they decide to go fully remote - thereby creating too many remote students for us to realistically manage.
- Adding more students, that would normally be divided three ways, may create issues space wise and teaching wise.
- The timing doesn't seem right -what with 4th grade having to quarantine (and associated paras and UA teachers) recently and the FLU right around the bend.

- A more full-time reopening might mean much larger remote classes. Some parents are comfortable with the hybrid, but may not be with a full class of students who are less able to distance. I could see potential for lots of new fully remote kids, which might not be an issue at all, but I'd wonder what could be done so remote teachers don't go from 7 students to 29, or 15 to 40, or what supports can be in place if we do.
- Might there be an option for parents to remain hybrid or go fully in school? How would that complicate things?
- I am concerned that we will bring everyone back and very quickly enter into flu season and have to reverse it all. If we bring everyone back and some parents still want to do remote learning, we are bound to have some dissension in the ranks.
- To fit 19 students in our classrooms we would more than likely need to remove the rug, our small group instruction tables and bookshelves. Removing the rug and small group table would mean students would remain at their desks all day. This is not an ideal learning environment for six year olds. They need to be able to move around the classroom and meet in small groups.
- Class sizes - just combining cohort 1 and 2 across each block would result in large (30-38) class sizes for some teachers; classes would need to be redistributed.
- If every student is back every day, 8th grade math would need to be adjusted to a high class, middle class, low class; instead of a mixed math.
- Continuing the hybrid model for a significant amount of time is not sustainable. The extra prep time, especially with labs and all the additional emails, videos, zooms and other supports for remote students is overwhelming at times. Planning for hybrid plus teaching remotely is exhausting.
- Would there be a class size limit if we are back in full? Some math classes (as designed) are 28 students.
- The plan should encompass the entire school to accommodate for special ed services. If schedules change to in person for some, others in other grades who are hybrid or fully remote may have a hard time receiving those services as several staff cross grade levels.