



Milford School District

REOPENING SCHOOLS PLAN





Table of Content

I. Introduction	2
II. *Planning Principles and Priorities	5
III. Other Considerations	6
IV. Important Things You Need to Know	6
V. Communication: Levels of Operation/Stages of Response	8
VI. Return to School Scenarios	9
VII. When Do We Start School?	11
VIII. Phased-In Approach to Starting School	12
IX. Data Sources Informing Our Plan	14
X. School Physical Environment	18
XI. Health and Wellness	21
XII. Flow Chart Students Who Show Symptoms	29
XIII. Flow Chart Staff Who Show Symptoms	30
XIV. Instruction and Technology	31
XV. Transportation	39
XVI. Food Service	40
XVII. Milford School District Athletics	42
Appendix	45
School Re-entry Frequently Asked Questions	45
References	48

I. Introduction

Dear Milford Community:

I am pleased to present to you the Milford School District's ***DRAFT Plan*** for the reopening of school. Our task-force and leadership team have been hard at work tackling the complex challenge of bringing our students and staff back to school as safely as possible. Throughout this document, we have presented a myriad of recommendations, and scenarios for consideration; knowing that we will need to be as fluid, flexible, and adaptable as possible under the current circumstances. As you may know, the Department of Education released their high level recommendations for the reopening of schools on July 1, 2020. On July 15, the Governor's office released additional school guidance. Highlights from the Governor's recommendations are for social distancing to be maintained between 3-6 feet, daily screening of students, staff, and visitors, and for local determination of Personal Protective Equipment (PPE), such as masks. The Governor's document provides significant flexibility to NH School Districts in developing their reopening plans; seeking to maintain a balance between maximizing learning, while limiting the spread of Covid-19.

We are fortunate that New Hampshire's numbers have remained low, comparatively to other states across the country. Safety measures such as wearing masks, social distancing, and the Governor's 'stay at home order,' appear to have made a difference. We want to continue to maintain positive progress in combating this unpredictable nemesis. Therefore, in consultation with the Milford local public health officials, Milford School District will impose stricter guidelines than those required by the State. With some exceptions, we will maintain social distances of six feet (not three feet), and require face-masks in buildings for all PK-12 staff, and for all students in grades PK-12 (***see below for specific guidelines***). As we continue to navigate this pandemic, we will continue to use data, science, and community feedback to drive our decision-making.

As I mentioned in my earlier update to the community, the complexity and implications we must take into consideration to effectively and safely educate students during these circumstances are unprecedented. Members of the Milford School Community continue to express their strong desire to return to school in-person this fall. At the same time, we recognize that this virus is unpredictable, and we need to remain flexible, adaptable, and nimble in our ability to deliver high quality services, and instruction to our students and families. This Milford School District "***Draft Plan***" takes many variables into account and provides a guide for what a safe return-to-school could look like for us. This will be extremely challenging and will require a new level of collaboration and outside-the-box thinking that we have not engaged in before. We do not know what the new year will bring entirely, but what we do know is that we are "Milford," and together we can do incredible things.

Acknowledgements: Members of the Task Force

It is only through TEAMWORK that we as a community have been able to overcome the kinds of challenges and complexities that we have faced during this unprecedented time. The tireless work, and

support of so many during the past few months and throughout the planning process, have brought forward many implications and considerations associated with a safe return to school. We are proud of this work, and know we could not have done this alone. The dedication and support of the Milford School Board, our SAU Administration, hard-working executive assistants, Principals, Assistant Principals, Curriculum leaders, teachers, and staff is unmatched.

I would also like to send a strong sentiment of appreciation to our Fire and Police Departments, our Town Manager, the Boys and Girls Club, our faith based organizations, and parents. It is through strong partnerships and collaboration with our community that we have been able to develop a strong and thorough back to school plan. Finally, many thanks to the following 46 talented members of the Milford School District, and our Community who partnered with us to help create our Milford School District Reopening Plan.

Curriculum, Instruction, Assessment and Technology

Christi Michaud (Assistant Superintendent, Co-Chair)
Santina Thibedeau (Executive Director Student Support Services, Co-Chair)
Joe Vitulli (Board Member)
Tim O'Connell (Principal)
Mike Tenters (Asst. Principal)
Paul Christensen (Director of School Counseling)
Jerry Stajduhar (Technology Director)
Leslie Brigagliano (Curriculum Coordinator)
Shane Bryant (Special Education Coordinator)
Bill Demers (Principal)
Andrea Wyka (Teacher)
Tracey Tierney (Teacher)
Cheryl Erdody (Teacher, MTA Co-President)
Jean Shankle (Teacher, MTA Rep)
Jen Lowy (Teacher)
Karin Cervasco (Parent)
Caitlin Hunter (Boys and Girls Club)

Governance, Finance and Facilities

Dr. Jessica Huizenga (Superintendent, Co-Chair)
Jane Fortson (Business Administrator, Co-Chair)
Holleigh Tlapa (School Board Member)
Steve Claire (Assistant Principal)
Bill Cooper (Director of Buildings and Grounds)
Jerry Stajduhar (Director of Technology)
Maryanne Gallagher (Food Service Director)
Deb Decoteau, Bruce Lyskawa, Katharine Cass (Butler Bussing)

Karla Lessard (Executive Secretary)
Irene Soucy (Executive Secretary)
Vaso Partinoudi (CTE Director)
Taryn Wilkerson (Parent)

Health and Wellness

Laura Sebert (Human Resources, Co-Chair)
Chris Saunders (Principal, Co-Chair)
Chali Davis (Principal)
Colleen Hackett (Assistant Principal)
Bill Cooper (Director of Buildings and Grounds)
Hilary Laquerre (Special Education Coordinator)
Ken Flaherty (Chief Milford Fire Department)
Jason Smedick (Captain Milford Fire Department)
Rich Addonizio (School Resource Officer)
Jaime Morin (School Nurse)
Hillary Paro (Social Worker /BCBA)
Jean-Guy Letarte (PE/Health/Wellness Teacher)
Sue McNally (Library Associate, MESSA Rep)
Katy St. George (Parent)
Eileen Higgins (Teacher)
Jenny Garby (Parent)
Suzanne Schedin (Teacher, MTA Co-President)
Monica Gallant (CAST)
Paul Sontag (Faith Based Organization)

We have accomplished a lot in a short period of time, and would be remiss if I didn't send a tremendous thank you to the many students, staff, parents, caregivers, and community partners for taking an all hands on deck approach these last five months to ensure that we were providing excellent services to our children and families. Many long days and nights have been given for the greater good, and that is truly the spirit of the Milford Community. Thank you for your patience and support of our Administrative Team. We appreciate your feedback, your survey responses, your emails, and your insightful and honest feedback. Your input has given us a blueprint and roadmap to improve our work moving forward, and we are extremely grateful.

Sincerely,

Dr. Jessica Huizenga

II. *Planning Principles and Priorities

1. Our kids, and families' needs come first! The Health, Safety, and Well-Being of our School Community is our number one priority.
2. Our systems, policies, practices, and structures must be flexible in responding to new information. Administrators, teachers, staff, families, and the entire community must be willing to refine approaches when specific policies and practices are not working.
3. Our systems, policies, practices, and structures should be practical, feasible, and appropriate for children and each adolescent's developmental stage.
4. Special considerations and accommodations need to be made to account for the diversity of our children and families. These considerations and accommodations should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.
5. No child should be excluded from our schools, unless required by local public health mandates or because of unique needs. We will work together with partners to identify and develop essential supports.
6. Our decisions, systems, policies, practices, and structures are guided by data, and support the overall health and well-being of all students, their families, staff, and our community.
7. We must develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities.

** Adapted: COVID-19 Planning Considerations: Guidance for School Re-entry, American Association of Pediatrics*

The EdElements, 2020 toolkit provides some important considerations for us to think about as a community as we make critical decisions about our return to school. These are:

1. All considerations for the coming school year should start with a goal of having students physically present in school.
2. We are "Planning for Change, not Perfection"
3. We need to define the work, before we define the people
4. Schools Grow, when People Grow. So let's think outside the box and grow.

III. Other Considerations

The Milford School District Leadership Team, along with our Re-Opening of Schools Task Force also considered information from many other sources and consulted experts across disciplines as we developed our reopening plans for the upcoming school year.

Examples include:

- COVID-19 cases and trends
- Special Populations needs
- Developmental needs of students
- Bussing and transportation
- Staffing patterns and personnel data
- Technology
- CDC and American Association of Pediatrics
- North Carolina’s Reopening Plan
- Ed Week Recommendations for Re-Opening
- Survey Data
- Various Scheduling Options
- Budgetary and fiscal constraints
- State and federal guidance and requirements
- Examples of plans from other states, districts and countries
- Current inventory of personal protective equipment (PPE) and future needs
- Assessment of facilities and spaces
- Enrollment and allowable class sizes
- MSD curriculum, instruction, and assessments
- NEA, All Hands On Deck: Guidance Regarding Reopening School Buildings
- New Hampshire Department of Health and Human Services

IV. Important Things You Need to Know

This section provides the varied and diverse information our school community needs to prepare for a successful year. We have spent a great deal of time developing plans in the area of Teaching and Learning, Health and Wellness, Governance, Policy, and Facilities. We know that it can be cumbersome to digest large amounts of information, so here are some important things you need to know.

1. Wellness and safety of students and staff is our number one priority. After consulting with Captain Jason Smedick of the Milford Fire Department, we are exceeding the State’s public health and safety expectations here in Milford. Whenever possible, all students and staff will practice six (6) feet of social distancing. In some small group instructional settings, 3 ft. is permissible, with proper safety protocols. All District employees will wear face-masks and all students in Grades PK-12 will wear them while on school grounds, and on busses. We anticipate that meals will be served in classrooms.
2. As a School District we are extremely proud of our initial roll-out of remote learning. On our end of year survey, 92% of our community were satisfied or very satisfied with the District’s response

to extended closure and remote learning in the Spring. This is an incredible testament to our teachers, support staff, and administration.

Throughout the spring, we have continued to provide multiple opportunities of professional development to staff. These opportunities include peer-to-peer technology workshops, webinars and online learning opportunities for educators to develop their capacities in remote learning, as well as training in social and emotional learning, safety, and content area topics. We have also expanded support for students and families to address our students' academic, social, and emotional needs during this unprecedented time.

We will continue to build our professional capacity, and improve our delivery of curriculum and instruction this upcoming year. Our goal is to have the teaching and learning experience in September be more cohesive and consistent than the remote learning experience during the emergency closure that began in March.

3. For those interested, a copy of the planned 2020-2021 recommended Draft Milford School District Calendar can be found here: [*link to calendar*](#).

Due to the COVID-19 Crisis, this updated calendar will need Board approval in August. Our current return to school date is set for August 26, 2020, however this will need to be modified under this plan due to:

- a. The need for staff professional development. Staff will require multiple days of dedicated time to participate in additional back-to-school planning and preparations; and
 - b. The school calendar as presented ensures that we are meeting the required hours of learning time deemed by the State. The School Board approves any modifications to the school calendar, and the Superintendent of Schools will notify the community of any changes.
4. In discussions with local and state officials, we understand that there is the possibility of a "second wave" of Covid-19 coming. In addition, there may be circumstances where a case or cases of COVID-19 present themselves in a school. As a community, we will need to be flexible, adaptable, and be ready to prepare for fluidity between onsite and remote learning, or a return to full remote learning, if required.
 5. We are recommending a phased-in approach to start the 2020-2021 school year to prepare students, faculty and staff for in-school and/or remote learning. Three different models may occur depending on the current status of Covid-19 in the community. Regardless of the model, parents will be given the option for their student to remain in a fully remote environment:
 - Model A: Return fully on-campus
 - Model B: Hybrid model of teaching and learning
 - Model C: Full remote learning

V. Communication: Levels of Operation/Stages of Response

The Milford School District Leadership team identified four levels of school closure and safety expectations depending on the circumstances. Upon notification of confirmed case(s) of COVID-19, the Milford School District will consult immediately with DHHS, Local and State officials in order to make an informed decision on whether to move a classroom, school, or the entire district to remote learning, and communicate that decision. Important statistics to note:

As of July 17, 2020 Milford has 5 current cases of Covid-19, and 108 cumulative cases. At this point, just under 1% of Milford’s population has tested positive.

As of July 17, 2020 the State of New Hampshire has 582 current cases of Covid-19, and 6,165 cumulative cases.

Levels of Operation/Status Protocols

Status	Modality	Safety Protocols
Normal	Regular operations	Recommended
Level One	Hybrid/virtual options	Required
Level Two	Fully remote, modified office hours, essential staff only	*Required
Level Three	Buildings empty with exception of Buildings & Grounds essential staff	Strictest
Level Four	Buildings empty (outside cleaning services enlisted)	NA

VI. Return to School Scenarios

Parents may elect to have their student participate in the implemented model or have their child participate in full remote learning.

MODEL A: RETURN TO FULLY ON-CAMPUS (Remote Option Available)

Model A opens the school buildings to all students at the same time. While this is the least restrictive model at this time, Model A requires social distancing between six feet within the school environment. Classroom spaces are not conducive to the minimum requirements for social distancing. *Relies on return rate of staff.

MODEL B: HYBRID MODEL OF TEACHING AND LEARNING (Remote Option Available)

A hybrid model provides PK-12 students with a combination of in-person and remote teaching and learning experiences.

Hybrid Model 1: In this hybrid model, all students would alternate between in-person and remote instruction on an A/B day schedule (e.g. students in Group A would be on-campus, while students in Group B would be remote). These options decrease class size, limit exposure for students, decrease burden on transportation, and support physical distancing

Hybrid Model 2 - (Applicable to only PreK-5 Students): In this hybrid model, students grades PreK through 5 will attend school in person 5 days a week, assigned to a morning or afternoon session. This model is developmentally appropriate for our youngest learners who often have greater success with daily, direct instruction. Students will be engaged in a full day of learning. The remote session of their day (off-campus) will include; intervention or enrichment, individual/independent work, Unified Arts classes, and online interactive learning platforms geared to reinforce skills. Compared to Model 1, students will, on average, receive an additional 220 minutes per week of direct in-class instruction with their teacher. Additionally, this AM/PM split session daily allows for our youngest students to receive consistent daily instruction, maintain daily routines, and momentum for continuous learning, while building and maintaining their connection to their peers and greater classroom community.

* Some critical need populations, individuals with unique circumstances, and class sizes under 10 may have daily full on-campus learning opportunities.

* This plan also relies on the return rate of staff.

REMOTE OPTION (under Models A & B)

The Remote Learning model is designed specifically to respond to the needs of those students and families who are immunocompromised, or uncomfortable returning to a regular school day. A Remote Learning model may be necessary at any point during the school year for up to a few days, weeks or months. This model allows students (PK-12) and identified staff to engage in 100% remote (synchronous and asynchronous) teaching and learning experiences. We will work to accommodate

those families to support their request. Remote only also may be appropriate for students who thrive in a remote learning environment.

The District is currently exploring using Google Meet and/or Zoom video conferencing software to connect remote students to live classroom instruction.

MODEL C: FULLY REMOTE (with the possibility of daily LIVE STREAM instruction)

The fully remote option is designed specifically to respond to full school or District closure. A remote learning scenario may be necessary at any point during the school year for up to a few days, weeks, or months. Similar to the choice of remote options, this model allows students (PK-12) to engage in 100% remote (synchronous and asynchronous) teaching and learning experiences. Live-streaming is a full District-wide remote model which is currently being explored, however there are implications that may present challenges for some educators, and exceed the financial capacity of the District. This model would entail a structured remote school day requiring students and educators to attend class with live instruction throughout their school day. Live instruction may be pre-recorded (with proper permissions) to enable students to watch instructional videos at another time.

What?	On-Campus Instruction	Remote Instruction
<p>MODEL B</p> <p>HYBRID MODEL OF TEACHING AND LEARNING</p> <p>50% capacity per group/classroom</p>	Hybrid Model 1	
	<p>Group A will be assigned on-campus days on an alternating schedule (Ex. M, TH) WIN: Wednesday - Students may be invited on-campus in the AM session for intervention/enrichment.</p>	<p>Group B will receive remote instruction on an alternating schedule (Ex. M, TH) WIN: Wednesday - Students receive remote support by teachers, paras, or specialists.</p>
	<p>Group B will be assigned on-campus days on an alternating schedule (Ex. T, F) WIN: Wednesday - Students may be invited on-campus in the PM session for intervention/enrichment.</p>	<p>Group A will receive remote instruction on an alternating schedule (Ex. T, F) WIN: Wednesday - Students receive remote support by teachers, paras, or specialists.</p>
	Hybrid Model 2 (Elementary Only)	
	<p>Group A will attend daily in-person in the am</p>	<p>Group B will learn remotely in the am</p>
	<p>Group B will attend in-person daily in the pm</p>	<p>Group A will learn remotely in the pm</p>
<p>REMOTE OPTION</p>		<p>Students in Group C receive remote instruction on M, T, Th, F. WIN: Wednesday - Students receive remote support by teachers, paras, or specialists.</p>

What?	On-Campus Instruction	Remote Instruction
Special Populations Critical Needs, Special Circumstances, Fully On-Campus Students w/parent consent.		Students receive on-campus instruction on M, T, W (AM only) Th, F. WIN time for critical needs students will be scheduled on an individual basis. Students are dismissed early on Wednesdays to allow educators prep/planning time in the PM.

VII. When Do We Start School?

School Year Calendar (Sample)

MILFORD SCHOOL DISTRICT SCHOOL CALENDAR 2020-2021					Hybrid						
3 TW days in place of TW days 10/9, 11/3, 3/9					M	T	W	TH	F		
AUGUST (0)	M 24 TW	T 25 TW	W 26 TW	TH 27 TW	F 28 TW						
SEPTEMBER (16)	3 days waived per DOE		1 additional day								
	7	8	9 (W)	10 (A)	11 (B)	FEBRUARY (15)	1 (B)	2 (A)	3 (W)	4 (B)	5 (A)
	14 (A)	15 (B)	ER (W)	17 (A)	18 (B)		8 (B)	9 (A)	10 (W)	11 (B)	12 (A)
	21 (A)	22 (B)	23 (W)	24 (A)	25 (B)		15 (B)	16 (A)	ER (W)	18 (B)	19 (A)
	28 (A)	29 (B)	30 (W)				22	23	24	25	26
OCTOBER (21)	5 (A)	6 (B)	7 (W)	8 (A)	9 (B)	MARCH (22)	1 (B)	2 (A)	3 (W)	4 (B)	5 (A)
	12	13 (A)	14 (B)	15 (A)	16 (B)		8 (B)	9	10 (W)	11 (A)	12 (B)
	19 (A)	20 (B)	ER (W)	22 (A)	23 (B)		15 (A)	16 (B)	ER (W)	18 (A)	19 (B)
	26 (A)	27 (B)	28 (W)	29 (A)	30 (B)		22 (A)	23 (B)	24 (W)	25 (A)	26 (B)
							29 (A)	30 (B)	31 (W)		
NOVEMBER (16)	2 (A)	3	4 (W)	5 (B)	6 (A)	APRIL (17)				1 (A)	2 (B)
	9 (B)	10 (A)	11	12 (B)	13 (A)		5 (A)	6 (B)	7 (W)	8 (A)	9 (B)
	16 (B)	17 (A)	ER (W)	19 (B)	20 (A)		12 (A)	13 (B)	14 (W)	15 (A)	16 (B)
	23 (B)	24 (A)	25	26	27		19 (A)	20 (B)	ER (W)	22 (A)	23 (B)
	30 (B)						26	27	28	29	30
DECEMBER (17)		1 (A)	2 (W)	3 (B)	4 (A)	MAY (20)	3 (A)	4 (B)	5 (W)	6 (A)	7 (B)
	7 (B)	8 (A)	9 (W)	10 (B)	11 (A)		10 (A)	11 (B)	12 (W)	13 (A)	14 (B)
	14 (B)	15 (A)	ER (W)	17 (B)	18 (A)		17 (A)	18 (B)	ER (W)	20 (A)	21 (B)
	21 (B)	22 (A)	ER (W)	24	25		24 (A)	25 (B)	26 (W)	27 (A)	28 (B)
	28	29	30	31			31				
JANUARY (19)					1	JUNE (11)		1 (A)	2 (B)	3 (A)	4 (B)
	4 (B)	5 (A)	6 (W)	7 (B)	8 (A)		7 (A)	8 (B)	ER (W)	10 (A)	11 (B)
	11 (B)	12 (A)	13 (W)	14 (B)	15 (A)		14	15	16	17	18
	18	19 (B)	20 (A)	21 (B)	22 (A)		21	22	23	24	25
	25 (B)	26 (A)	ER (W)	28 (B)	29 (A)		28	29	30		

VIII. Phased-In Approach to Starting School

Phase 1: (Aug. 24th - Sept. 9th) Phase #1 provides faculty and staff an opportunity to prepare for the start of a unique school year. During this phase, faculty and staff will learn about new health and safety protocols, plan and prepare for both remote and on-campus instruction, receive professional development and specific training on on-site learning platforms, online instructional tools and resources, learn new strategies for identifying and addressing trauma, set academic priorities, and set-up classrooms under new social distancing guidelines.

Phase 2: (Sept. 10th - Sept. 25th) In phase #2, students begin the school experience on-campus, hybrid, or fully remote. This two-and-a-half-week time period will be primarily focused on providing teachers, students, and families an opportunity to meet one another, develop relationships and rapport, check-in on technological resources needed, social-emotional-mental health, basic needs, teach safety measures and health protocols, and share routines and expectations for new classes.

Phase 3: (Sept. 28th - Oct 16th) In phase #3, students will continue with and fully engaged in the established learning routines as well as participate remotely and in-person, in assessments of student learning such as NWEA (Gr. 1-12 Reading and Math), DIAL 4 (PreK-K Early Literacy), Acadience/DIBELS (K-5 Reading Skills), DESSA (Gr. 6-8 Social-Emotional), as well as classroom level content area assessments will be used to identify learning skill gaps and to determine differentiated learning paths for students. Other screening tools will be utilized to understand student wellness, social-emotional-mental health needs, and readiness for learning.

Phase 4: (Oct. 19th) In phase #4, the school district would assess educational progress and public health. This would be approximately 6 weeks into the start of the new school year with an opportunity to evaluate and change course if needed.

Choosing What Is Best for Your Family

Once a model is chosen by the District to be implemented, parents will be given the option to participate in the chosen model or have their child participate in full remote learning. * Some critical need populations, individuals with unique circumstances, and class sizes under 10 may have daily full on-campus learning opportunities.

If you prefer to participate in full remote learning, please complete the *Academic Option Form* provided by the District by no later than August 10, 2020. If we are able to implement this plan, we will try to accommodate as many people as possible, but your request is not guaranteed until you get official confirmation.

In order to properly prepare and staff schools for the start of school in September, we will automatically place families who do not respond to the *Academic Option Form* by August 10, 2020 into the model

approved by the School Board. *Important: Milford School District families with multiple children must complete a separate form for each child.

Disclaimer

We reserve the right to make changes to any and all aspects of this Milford School District Reopening Plan at any time as we consider community feedback, additional guidance from the State, and continue to monitor COVID-19 trends. In Milford, we have a lot of variables to take into account and plan for such as, 1) Transportation, 2) Facilities, 3) families and staff with health concerns, 3) a CTE program that enlists many students from surrounding districts, and 4) multiple in-district programs for students with disabilities.

If you wish to comment on these draft back-to-school plans and have your feedback considered before we release the final draft, please use this [link to provide your feedback as a parent](#) and respond by no later than August 7, 2020. This plan will continue to be fluid as we garner further input from stakeholders through the beginning of August, and as conditions change across the state.

Sample Hybrid Learning Schedules (via links provided)

[Pre-K Schedule Hybrid Model 1 A/B Days](#)

[Pre-K Schedule Hybrid Model 2 M-F](#)

[Jacques Memorial Hybrid Model 1 A/B days](#)

[Jacques Memorial Hybrid Model 2 Am/Pm sessions daily](#)

[Heron Pond Hybrid Model 1 A/B days](#)

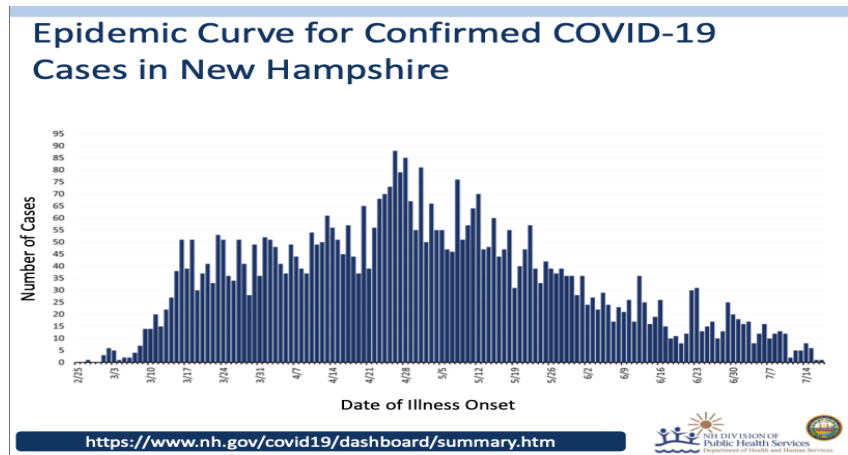
[Heron Pond Hybrid Model 2 Am/Pm sessions daily](#)

[Middle School Hybrid Learning Model - 6-8](#)

[High School Hybrid Learning Model - 9-12](#)

IX. Data Sources Informing Our Plan

Throughout the implementation of our remote learning plan this spring, and into the summer, the Milford School District has collected a variety of information to better understand the school community's remote learning experience and implementation strengths and challenges. We have also gathered a variety of data to inform our needs moving forward. These include survey data, stakeholders' emails and feedback, other communications, and ongoing discussions with staff. Community and staff input have, and will continue to inform our work and planning for the upcoming school year.



FEEDBACK FROM FAMILIES

We are very proud of the work our administrators, teachers, and staff did this spring to continue quality instruction amidst these unprecedented circumstances. Families shared a 76% Very Satisfied/Satisfied response with the "*Overall Remote Learning Experience*." This demonstrates that although we did very well, we have some room to improve moving into the fall.

Families provided feedback on areas that are in need of improvement and will need professional development for faculty and staff:

- Improving online interaction with teachers (70% Very Satisfied/Satisfied), and online interaction with peers (52% Very Satisfied/Satisfied)
- Improving the quality of assignments, both for learning purposes and engagement (66% Very Satisfied/Satisfied)
- Student Engagement overall in remote learning was a concern for parents with only (59% feeling Very Satisfied/Satisfied)

Parents also shared the need for additional supports moving forward if we were to continue with a remote learning model, or some variation thereof:

FEEDBACK FROM DISTRICT STAFF & TEACHERS

We surveyed our District Staff, and received 279 responses in terms of their perspective on returning to school. Below are the results of that survey.

Overall Feelings of Comfort - In thinking about returning to school campuses in the coming school year, what is your comfort level for each of the following scenarios?

Question	Response	% of respondents
Returning to the classrooms, as usual	Comfortable to Somewhat Comfortable	27%
	Somewhat Uncomfortable to Uncomfortable	70%
Returning to classrooms with all students on a full-time schedule and with updated safety measures including use of face masks/shields and hand washing protocols	Comfortable to Somewhat Comfortable	29%
	Somewhat Uncomfortable to Uncomfortable	67%
A blended model with alternating days, AB/AB with Wednesdays serving as a "What I need" Wednesday	Comfortable to Somewhat Comfortable	48%
	Somewhat Uncomfortable to Uncomfortable	44%
Students returning to virtual/online learning only until it is safer to return to campus	Comfortable to Somewhat Comfortable	66%
	Somewhat Uncomfortable to Uncomfortable	27%
Students complete the entire 2020-2021 school year virtually/online	Comfortable to Somewhat Comfortable	38%
	Somewhat Uncomfortable to Uncomfortable	48%

Updated Health and Safety Measures and Protocols - How strongly do you agree or disagree with the following health and safety measures being implemented in the 2020-2021 school year?

Question	Response	% of respondents
Employees wearing face masks/shields	Strongly Agree to Agree	83%
	Disagree to Strongly Disagree	10%
Students wearing face masks/shields	Strongly Agree to Agree	78%
	Disagree to Strongly Disagree	15%

ADDITIONAL SUPPORTS REQUESTED BY FAMILIES

In the Spring Survey, families shared the need for additional supports moving forward if we were to continue in a remote or “other” type of learning option. These included:

- Meeting with parents weekly to ensure remote learning needs
- More scheduled video classroom interaction with students
- More structure
- Having everything streamlined into one system or program with mandatory zoom-style classes
- Zoom para support within regular class groups
- Biweekly progress reports as this will give parents the opportunity to encourage their children to complete work
- More defined guidelines to teachers as to what is expected of them
- Weekly or biweekly 1:1 meetings with a teacher to go over course work etc
- Actual live instruction
- Improved Special Education Services
- Course description/expectation docs need to be updated for remote learning
- Expanded Mental Health counseling and services. Expanded SEL supports
- More small group activities for children to communicate such as lunch bunches, support from Title 1 teachers
- Opportunities for students to connect
- More clarity on grading, especially in the Unified Arts
- More training with Google classroom
- A curriculum outline of what skills they should have already learned and what new ones they should attain. (Clearly articulated learning goals)
- Weekly assignments and due dates. Work for the week outlined up front. Due dates in Google Classrooms
- More check ins and parent contact from teachers
- More one-on-one help for children with disabilities
- More challenging work
- Better communication from Teachers

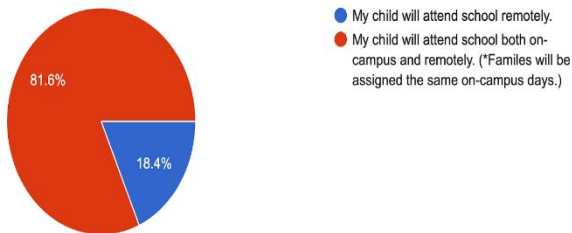
Data taken from the most recent survey home to parents regarding their preferences for options to return have informed our planning. As of July 21st, we have received 1,765 responses from families providing us with their preferences on the opening of school. Given the two options provided, 81.6% of respondents prefer Hybrid Model for the fall, with 18.4% preferring a remote option for their students.

FAMILY FEEDBACK FROM SURVEYS

We also asked parents the following questions regarding a regular return to school buildings, and their interest in sending their students for an extension/intervention day on Wednesdays. 54.5% responded yes to returning to School under normal operations. 33% remain unsure, and 12.6% said no. On the WIN day, the majority of respondents stated yes, or maybe, in taking advantage of this option

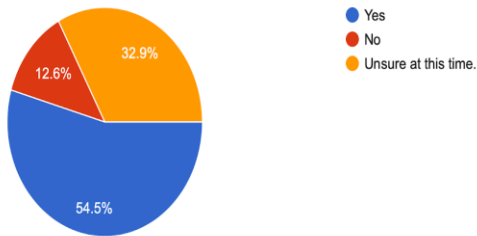
Please select your preference for school attendance.

1,765 responses



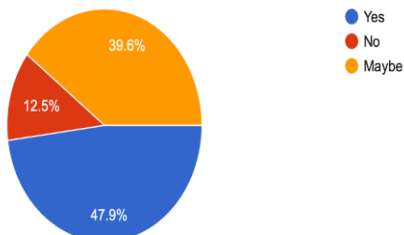
Given the opportunity to attend school fully on-campus under normal operations, will you send your child to school?

1,765 responses



A hybrid school option, will entail a "WIN: What I Need" Day. Students may be invited to a WIN session (1x/wk) for 4-6 weeks or on an occasional b...nd will you provide transportation to the school?

1,765 responses



X. School Physical Environment

Classroom Configurations

Classroom spacing will follow the CDC guidelines and follow the social distancing protocol in all learning spaces (i.e. desks will be placed six feet apart).

All personal belongings and extra furniture will be removed from the classrooms to ensure the maximum space available for the learning environment.

Shutter all large spaces such as gymnasiums, cafeterias, and libraries to limit the congregation of large groups/ gatherings.

Teachers may not make physical adaptations to their classrooms prior to receiving approval by the administration. Ideas may be presented to the administration for consideration.

Access to buildings – Visitors, Rentals, Partner Programs, Contractors

Recommendation: No outside people allowed into the building with the following exception: Contractors for emergency facility work will be allowed in only after they have a temperature check and are wearing PPE. In order to comply with limiting of individuals in the buildings, all special education meetings and 504 meetings will be held remotely.

After school activities will not be allowed. Temperatures of all staff will be taken during the 15 minutes prior to the school day starting. All staff and administrators are required to exit the building no later than one hour after the school day has ended. This will allow time for custodial staff to thoroughly clean the buildings.

Parents or others coming to the buildings shall drive up to the building and call the school informing them they are outside to drop off a student or a student's belongings. A staff member will greet them outside and escort the student or bring the belongings inside.

Outdoor Spaces

Recommendation: Classroom teachers utilize outdoor spaces such as the courtyard at the high school, the butterfly garden at Heron Pond and any field or lawn area at each building, as weather permits. This will allow for more social distancing. The Districts' outdoor spaces are not available for use by non-district organizations during the pandemic.

Schools will be required to:

- Post signage at the main entrance requesting that people who have been symptomatic with fever or cough are not to enter.
- Implement cleaning and disinfecting procedures following CDC guidelines.
- Lockers will be zip-tied closed and unavailable for student use.

Movement and Signage

To the best extent possible we recommend that all hallways in buildings that can accommodate it, be one way. We also recommend that every other toilet, urinal, and sink be closed off to promote social distancing in the restrooms.

Restrooms will be assigned to cohort groupings in the elementary schools and will also utilize a red/green pass for every restroom in the District. This will allow for limiting the number of students in the restrooms at one time.

Signage will be placed at every entrance (no visitors, handwashing, distancing) and at every restroom (handwashing and distancing) and classroom (distancing and hand washing). Directional arrows will be placed on floors.

Cleaning

Deep clearing will occur in the classrooms at the end of each day, or session. All restrooms will be cleaned every two hours along with door knobs, handles and entrances. Cleaning supplies will be provided to staff to conduct in-classroom cleaning.

The hallways and other common spaces will be cleaned nightly. Office spaces will be cleaned daily.

Schedule and shift changes will be necessary with custodial staff, and job assignments with the maintenance/ grounds staff.

*Schools are required to provide adequate supplies to support healthy hygiene behaviors (NC Toolkit).

Schools will teach and reinforce handwashing with soap and water for at least 20 seconds and / or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older children. Schools will incorporate frequent hand washing and sanitation into classroom activity.

Increase monitoring to ensure adherence among students and staff:

- Supervise the use of hand sanitizer by students
- Ensure that children with skin reactions and allergies to hand sanitizer use soap and water

- Reinforce hand washing during key times such as: before, during and after preparing food, before eating food, after using the toilet, after blowing your nose, coughing or sneezing, after touching objects with your bare hands which have been handled by other individuals

Provide hand sanitizer at every entrance of the building and classroom, for safe use by staff and older students. Systematically and frequently check and refill hand sanitizers.

Encourage staff and students to cough and sneeze into their elbows, or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for 20 seconds.

Allow time between activities for proper cleaning and disinfection of surfaces.

A schedule will be established for ongoing and routine cleaning and disinfection. A log sheet will be kept with time, date, and signature sheet to document sanitation by facilities and maintenance department.

Cleaning and disinfection products will be safely stored, including securely storing and using products away from children, and allowing for adequate ventilation when staff use such products (NC Toolkit).

Classroom Supplies and Personal Items

Teachers will limit sharing of personal items and supplies (i.e. writing utensils).

Teachers will make every effort to keep students personal items separate and in individually labeled cubbies or containers.

Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual students.

Students and Staff will be allowed to bring in their own personal water bottles/ hydro flasks to use during the school day with guidelines;

- bottles shall not be left unattended for any length of time or they will be discarded into the waste bin,
- all bottles should be labeled with the name of the owner,
- under no circumstance will sharing of water bottles be permissible.

The district will maintain active bottle filling stations located at the High School and the Middle School to allow students to refill their bottles. Bottle filling stations will be cleaned once per hour. Our Facilities department is evaluated a safe solution for the Elementary Schools and Project Drive

Adapted: StrongSchools NC Public Health Toolkit (K-12) Interim Guidance

XI. Health and Wellness

What We Know About Covid-19 & How the Virus Spreads

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. That is why personal prevention practices (such as handwashing and staying home when sick) and environmental cleaning and disinfection are important practices covered in the following recommendations.

Any scenario in which many people gather together poses a risk for COVID-19 transmission. We are learning more every day regarding COVID-19 in children, teens and in school settings and using that data and research to make our school guidance and approach better.

StrongSchools NC Public Health Toolkit (K-12) Interim Guidance

Social Distancing and Minimizing Exposure:

Social distancing is key to decreasing the spread of COVID-19. Social distancing (physical distancing) means keeping space between yourself and other people outside your home.

- Adhere to the identified return to school model based on the Level of Operations and circumstances.
- Keep students and teachers in small cohort groups that stay together as much as possible during the day, and from day to day. Limit mixing between cohort groups as much as possible during lunch, arrival and dismissal. While this is the preferred strategy, it will be necessary to adapt this model based on students' needs and/or schedules at the middle school level and high school levels.
- Mark 6 feet of spacing to remind students to stay 6 feet apart in lines and at other times that they may congregate. Mark floor/seating in offices and reception areas, locker rooms, cafeteria, and restrooms.
- Limit nonessential visitors and activities involving external groups and organizations.

Under the Hybrid Model:

- Student population is divided into two groups (A-B). These groups must be maintained as long as necessary
- Limit the total number of students, teachers, staff and visitors within a school building, busses and interior rooms to the extent necessary to ensure that 6 feet distance can be maintained

when people will be stationary (e.g. when seated in classrooms, waiting in lines, in restrooms, locker rooms, cafeterias, other indoor school settings where people congregate)

- Ensure at least 6 feet between teachers and staff when they congregate for planning periods, lunches, and recess.
- Arrange furniture and tables to block off seats, such as desks, chairs or other seating in classrooms so that students, teachers, staff and visitors are separated from one another by at least 6 feet.

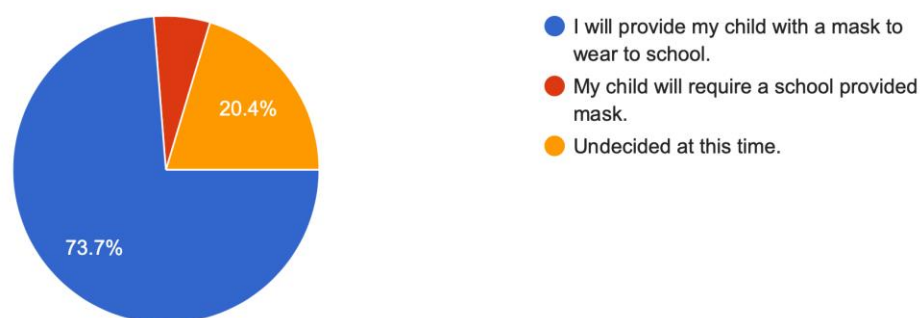
Face Coverings and PPE:

There is growing evidence that wearing face coverings help reduce the spread of COVID-19. When surveyed, the majority of parents preferred to provide their students with masks from home.

Require school nurses or delegated school staff who provide direct student care to wear appropriate PPE (Personal Protective Equipment) and perform hand hygiene after removing PPE.

Please check which of the following applies for a protective mask(s) for your child.

1,587 responses



Cloth face coverings should not be placed on:

- anyone who cannot tolerate a face covering due to development, medical or behavioral needs
- anyone who has trouble breathing or is unconscious
- anyone who is unable to put on or remove their face covering without assistance

Face coverings shall be required for all staff and students in grades K -12 when on school property.

Exceptions apply:

- When eating
- While engaged in strenuous physical activity
- When students are seated at their desks and are 6 feet apart

- When outside, and socially distanced from one another
- During scheduled mask breaks

Students will be required to wear masks:

Face coverings are required to be worn by ALL students in grades pre-K through 12th while on buses and other school transportation vehicles, and on school grounds (i.e. during drop-off and pick-up, when transitioning from classes). Students will be allowed to remove their face coverings when seated in the classroom provided there is at least 6 feet of social distancing in place.

* For students who are unable to tolerate a face mask, a face shield will be provided.

Face coverings are required for all district employees throughout the day with exception to other PPE, such as clear face shields, when instructing students.

Acceptable face coverings are:

- Disposable
- Cloth - loop behind the ears is preferred
- Clear face shields for teachers when providing direct instruction at least 6 feet away, in addition to related service providers, social workers, school counselors, and psychologists
- N95 for nurses, occupational health and physical therapy providers, custodians, building administration
- The District will provide disposable face coverings for students and staff who do not have a cloth face covering when they arrive at school

Cleaning and Hygiene:

The District will provide adequate supplies to support healthy hygiene behavior (e.g. soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, and tissues).

Teach and reinforce handwashing with soap and water for at least 20 seconds and/or use of hand sanitizer.

Increase monitoring to ensure adherence among students and staff.

The District will provide hand sanitizer at every building entrance and exit, in the cafeteria, and in every classroom for safe use by staff and older students.

PPE, face masks and cleaning supplies do have significant financial implications for the District. The District can receive reimbursement for supplies through funding made available through the CARES Act. Supplies may include the following:

- Nitrile and vinyl gloves
- Masks (adult and child-size)
- Face Shields
- Eye Goggles
- Resting cots for clinics
- Plexiglas barriers
- Scrub tops for designated personnel
- Lab coats for nursing staff
- Pulse Oximeters
- Infrared Thermometers
- Hand Sanitizer Dispensers (Classroom)
- Hand Sanitizer Dispensers (Standing)
- Hand Sanitizer Refills
- Sanitizer Wipes

HEALTH PROTOCOLS PRIOR TO COMING TO SCHOOL

School Personnel:

The district will implement a procedure for daily staff (and student) attestation of wellness related to COVID-19 symptoms. The District is currently exploring the most efficient way to conduct daily assessments. Additional information is forthcoming.

All staff will complete online training that provides Coronavirus awareness.

If a staff member has any symptoms of COVID-19, they should call their supervisor and report the symptoms and stay home from school. Please enter your absence in AESOP and under notes to the administrator state the symptoms that you are experiencing.

If you are asymptomatic the following morning, you may return to work. If your symptoms continue, please follow up with your PCP for further evaluation. They will be allowed to return to school based on their symptoms, further evaluation, and clearance from their PCP.

Staff who become ill should call the main office by phone. The secretary will call the administration who will arrange coverage. Once coverage is provided, the staff will exit the building out of the nearest exit with their personal belongings.

Students:

Before coming to school and/or getting on the bus:

Families should assess their child's state of wellness before leaving home for school. The district will be providing families with a checklist of symptoms and risk factors screening questions.

If the student has any symptoms of COVID-19, they should not attend school. The family should notify their school nurse that the child will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the child's symptoms, whether the child was seen by a medical professional and any testing that was done. The child can return to school once cleared by the school nurse and/or their PCP.

It is important to know that the symptoms of COVID-19 mimic the symptoms of many other illnesses. To protect all students and staff, any symptoms of COVID-19 will be treated as a suspected case until determined otherwise.

These symptoms include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- GI Symptoms: Nausea, vomiting, diarrhea and/or abdominal pain

If a child becomes ill at school, the child will be taken to the nurse. The nurse will assess whether or not the child will need to be isolated. Each building will provide an area for students to be isolated with visual supervision. Families will be notified and for everyone's safety will be asked to pick up the child within 30 minutes. The nurse will walk the student outside to the parent who will be waiting to pick up the student.

HEALTH PROTOCOLS WHEN STAFF OR STUDENTS BECOME ILL

Guidance, CDC <https://www.cdc.gov>

- Any student or staff member exhibiting COVID-19-like symptoms are required to stay home, and should not come to school if they become ill with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms, or a confirmed or suspected

case. Staff and families are required to report any illness symptoms outlined precludes them from attending school.

- Students with COVID-19 symptoms at school will be separated from the general population. Individuals who are sick will be assessed by the school nurse and asked to go home immediately.
- Each school will have a designated “isolation room,” with visual supervision. The isolation room is where students will be assessed, and separated from the general population.
- Families need to provide the school nurse with at least three emergency contacts, indicating individuals who will be able to come to the school and pick up their child if they become sick during the school day. Dismissing sick students in a timely fashion (within 30 minutes) is to ensure the safety of all.
- PreK and Grade 1 students who are not wearing a mask and are showing signs of illness will be asked to wear a mask to reduce the spread of the illness until they leave the school premises.

Students:

Families should assess their child’s state of wellness before leaving home for school and getting on the school bus.

If the student has any symptoms of COVID-19, they should not attend school. The family should notify their school nurse, and the main office that their student will be absent and the reason for the absence. The school nurse will follow-up with the family regarding the student’s symptoms.

Students and staff must stay home if they do not feel well. This is very important in preventing the spread of COVID-19. We will relax the rules on attendance to ensure that we are not placing an undue burden on families to have their children report to school when sick.

School Personnel and Students:

On July 22nd, a NH DHHS Health Alert titled Coronavirus Disease 2019 (COVID-19) Outbreak, Update # 19 was released. The Update #19 modifies the timeframe for staying out of school for mild to moderate illness and severe to critical illness. The New Hampshire School Nurses Associations plans to release guidance in the next few weeks. The guidance document will be reviewed by the NH Division of Public Health Services to ensure consistency with other NH DHHS guidance and practices. We intend to review both guidance documents and revise our reopening plan as appropriate. As we continue to monitor and adapt our protocols, we appreciate your flexibility and nimbleness as we maintain the balance between maximizing and leaning while keeping our students and staff safe.

<https://www.dhhs.nh.gov/dphs/cdcs/alerts/documents/covid-19-update19.pdf>

Students and sick staff members should not return to school until they have met the criteria established by the NHDHHS. Students and staff will check with their school nurse prior to returning as well.

Students who develop symptoms of COVID-19, even mild symptoms, should consult their primary care providers about COVID-19 testing or seek testing through their local testing center. Students will be allowed to return to school based on further evaluation and clearance from their health care provider. Students who become ill while at school will be sent home immediately.

- If a student/staff has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever reducing medicines and they have felt well for 24 hours
- If a student/staff is diagnosed with COVID-19 either by a confirmed test or by a medical professional, they should stay at home for 14 days.
- If a student/staff has been diagnosed with COVID-19 but does not have symptoms, they must remain out of school for 14 days.
- If a student has been diagnosed with COVID-19 either by a confirmed test or by a medical professional, their siblings must remain out of school for 14 days.
- If a student has been determined to have been in close contact with someone diagnosed with COVID-19, they must remain out of school for 14 days since the last date of exposure.
- Students who are quarantined for 14 days will be provided a learning plan for those days so as to not fall behind on their school work. Remote learning options will be provided for students unable to be at school due to illness or exposure.

Employee Health, Safety and Support:

Maintaining employee health is a critical component of the Milford School District's Reopening Plan. A comprehensive plan for monitoring and preventing COVID-19 exposure will help ensure that we are protecting our community and that our District has an adequate workforce to support student learning, as well as minimizing employee anxiety and loss of work days. The Employee Health, Safety and Support section is an addendum to this document. It is focused on procedures and administrative policies that support employee health and safety with the reopening of schools during COVID-19. The Equal Employment Opportunity Commission (EEOC) has issued guidance for employers related to COVID-19, [Pandemic Preparedness in the Workplace and the Americans with Disabilities Act and What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws](#). This guidance is used in the development of procedures for identifying employees who might be exposed to COVID-19 while maintaining employee's rights under the Americans with Disabilities Act (ADA).

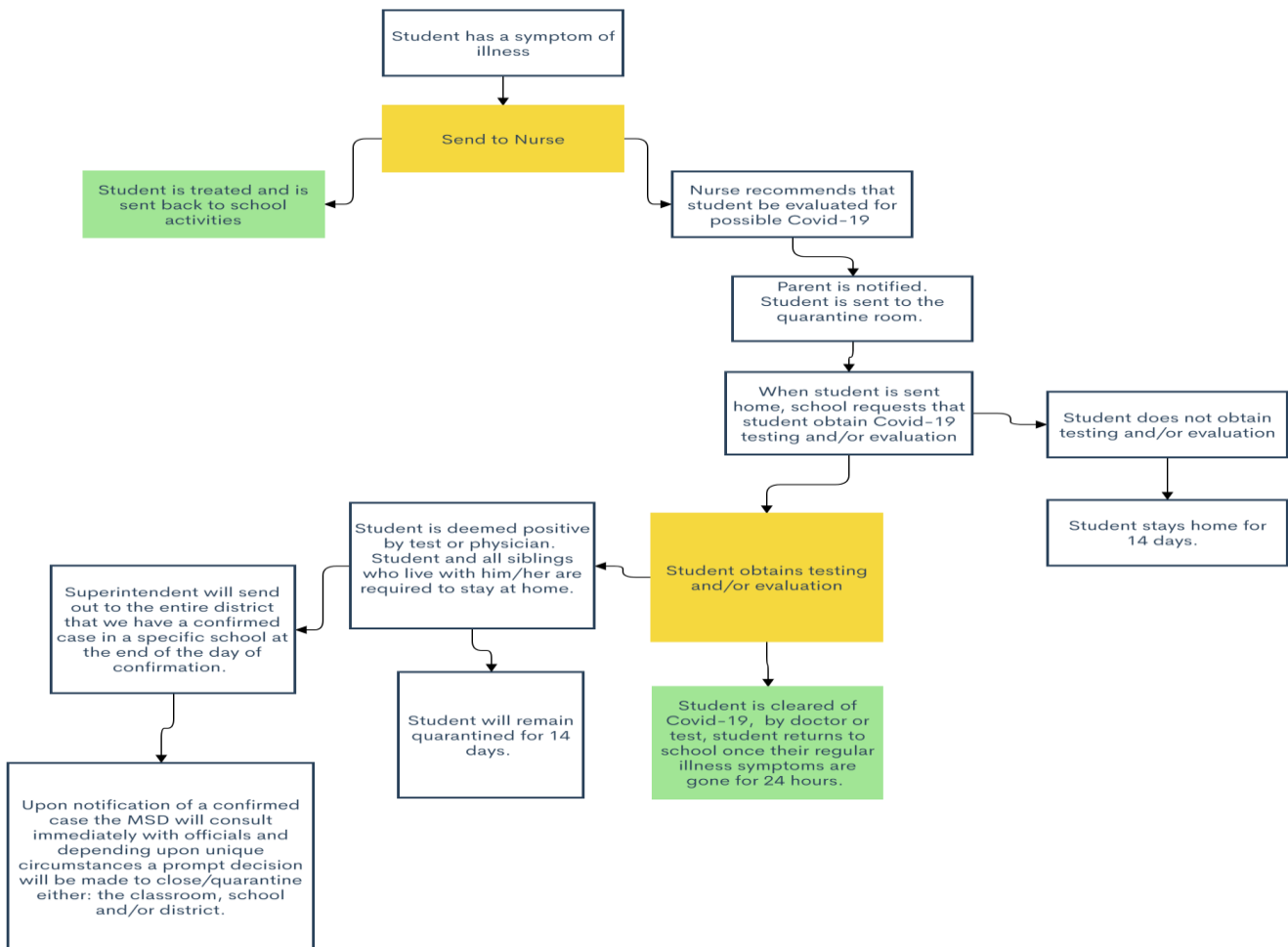
Following CDC and state guidance, the following protocols will be in place effective immediately:

- District employees will be required to complete a [self-attestation of wellness](#) in order to receive onsite work clearance. Screening questions (available via the link above) were developed utilizing information provided by the Centers for Disease Control. Any "yes" response(s) will require a discussion with Human Resources before being given permission for onsite work.
- After traveling outside of New England (NH, VT, ME, MA, CT, RI), students/staff should be quarantined for 14 days.
- Employees who develop symptoms of COVID-19, even mild symptoms, should consult their primary care providers about COVID-19 testing, or seek testing through one of the public testing options, such as through a State-run testing center, local health department, or Convenient MD. Employees will be allowed to return to work based on further evaluation and clearance from their health care provider. Staff who become ill while at school will be sent home immediately.

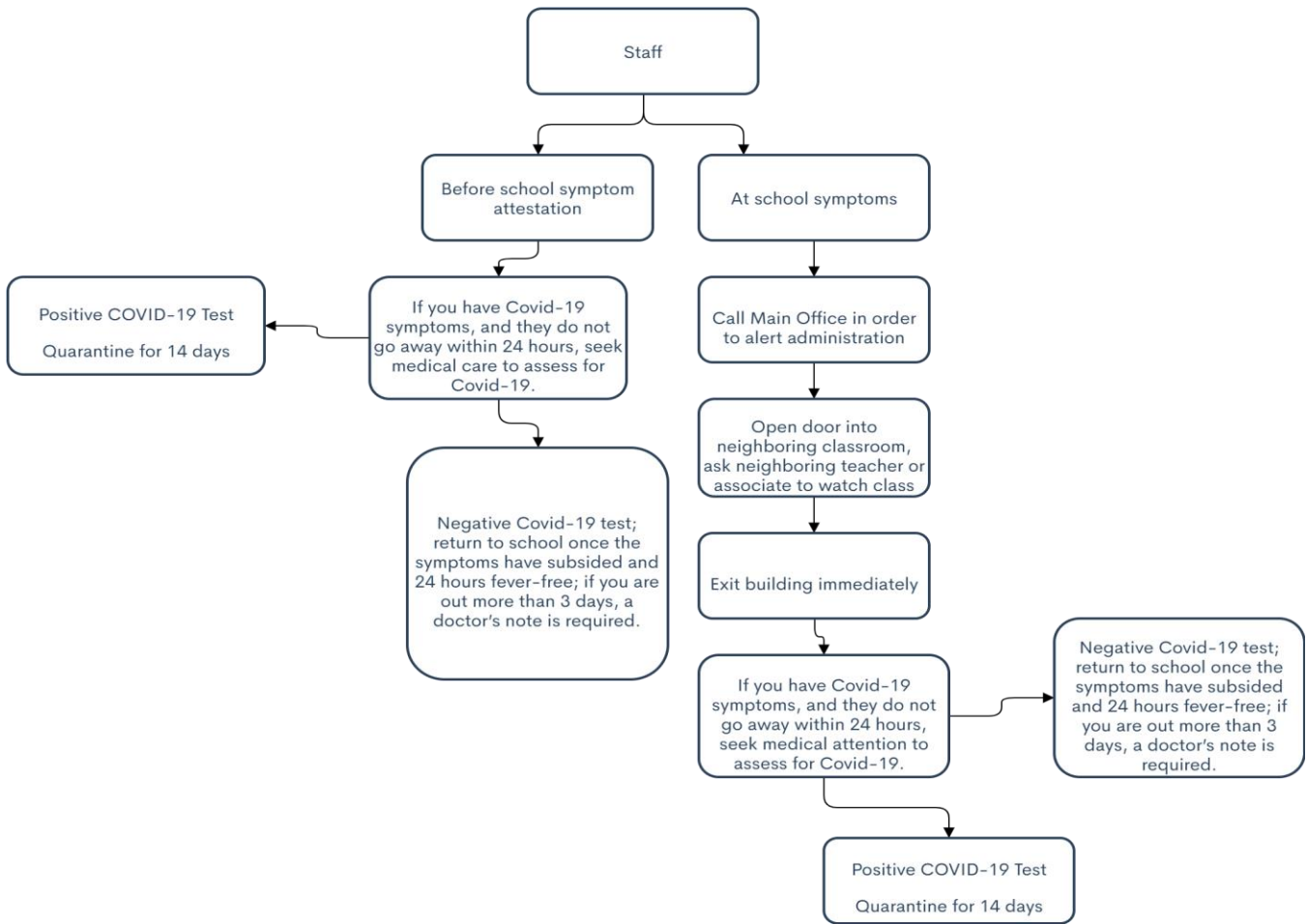
Confirmed Case Protocol for COVID-19

In the situation of a confirmed case of COVID-19 by a District employee or student who has been within the building during the suspected time of their infection, the Superintendent of Schools will notify parents at the end of the day that there is a confirmed case at one of the school buildings. Due to HIPPA and FERPA, the name of the individual will not be released. The following school day will be a remote learning day for the school building in which there is a confirmed case. The Superintendent will discuss the situation with the appropriate officials such as the local health officials, DHHS and DOE. Staff and students will not be allowed to enter the building on the remote learning day. Upon notification of a confirmed case the MSD will consult immediately with officials and depending upon unique circumstances a prompt decision will be made to close/quarantine either: the classroom, school and/or district.

XII. Flow Chart Students Who Show Symptoms



XIII. Flow Chart Staff Who Show Symptoms



XIV. Instruction and Technology

The opening of the 20-21 school year is anything but “business as usual”, therefore extensive time will be devoted to supporting teachers in reimagining educational practices to be agile, able to move among instructional delivery models without compromising the quality or coherence of instruction.

Schools will provide students and families with clearly articulated plans for student learning in each model (on-campus, hybrid or remote), as well as steps explaining transitioning between models of instructional delivery as necessary. Such plans may include schedules, how to access classes, viewing synchronous or recorded lessons, submitting assignments, teacher(s) contact information, and resources for support or assistance.

Educators will work to identify priority instructional standards for each grade level/course and determine specific learning targets for a determined period of time (e.g. 6-8 weeks). The learning targets will specify what students need to know and be able to do, as well as how those learning targets will be demonstrated, measured, and graded/reported.

Educators will be provided training and lesson planning templates too effectively and efficiently plan for blended learning or “flipped classroom” learning, providing students with opportunities to learn remotely and/or on-campus. The Flipped Classroom instructional strategy used in a hybrid model allows for students to receive specific content.

ON-CAMPUS LEARNING

1:1 dedicated devices will be deployed for each student to utilize on-campus and/or remotely.

Students selecting a Hybrid option will be assigned to an A or B Group (or AM/PM sessions for elementary PreK-5). A and B groups will alternate on-campus days. Due to uneven weeks, A and B days’ groups may not be on-campus on the same day(s) each week. On most weeks, students will be on-campus 2 days and remote 2 days.

In the Hybrid model, some critical need groups and special populations may engage in on-campus instruction and support every school day M-F (AM session only on Wednesdays Gr. 6-12).

A hybrid model includes a WIN: Wednesday for Gr. 6-12 students. Students may be invited on-campus for an intervention or enrichment session in the AM or PM portion of the day. Students not invited on-campus will continue with remote learning assignments, continue on-going projects, remote support, etc.

The Google Classroom platform will be a consistent learning system implemented for all students.

A single source sign-in will be explored by IT to limit the number of sign-ins for any student regardless of on-campus or remotely learning. * State provided CANVAS Learning Platform may be explored.

Live streaming is recommended to take place in on-campus classrooms allowing remote students to access live teaching on their remote days as this provides for continuous interactive teaching and learning opportunities for students and the ability for educators and students to engage in a greater amount of grade level and course curricula throughout the school year. Any recorded instruction will be employed with proper required permissions.

Clear and consistent expectations for attendance, homework completion, assignment due dates, and grading will be established at the school level and implemented by each teacher.

The use of organizational tools, check-in dates on longer-term projects and assignments, daily reminders and use of a REMIND type app is recommended.

REMOTE INSTRUCTION:

Students engaged in hybrid or full-time remote learning will experience quality instruction, rigorous tasks, and have comparable learning experiences as students receiving full in-person instruction. Consequently, a significant portion of Reopening- Phase 1 will be focused on strengthening the quality of remote learning for students and teachers.

Students will receive new content and instruction, as well as opportunities for independent practice both in-person and remotely, preventing students from falling behind, and ensuring continuous progress through the greatest amount of grade level and course curricula.

1:1 dedicated devices will be deployed for each student to utilize during their remote experience.

Remote ONLY students may have access to a structured course or grade level learning experience through VLACS - an online academic academy or Edgenuity for the middle and high school. This option allows students to maintain enrollment in the MSD.

Educators may be assigned to remote only students at a particular grade level(s)/course(s) which will be determined at each school based upon numbers.

Live stream access of daily on-campus teaching will be considered for students during remote days providing for continuous interactive teaching and learning opportunities for students.

If not able to use live stream instruction, remote learning days will be geared toward independent practice, collaborative and/or independent projects, on-going and connected to on-campus instruction, as well as assigned learning experiences through online interactive learning platforms (i.e.: iXL, Edgenuity, Lexia, Khan Academy). Students may access pre-recorded instructional videos as well.

Every effort will be made to provide students with adult contact in a hybrid model, off-campus remote learning days.

ELEMENTARY ONLY: In a hybrid model, Unified Arts classes for K-5 students will take place remotely (both synchronously and asynchronous) during the alternate session of the student's school day. Classes will be assigned to ONE UA class (Art, Music, or PE) for a set number of weeks, students will engage daily, and then students will switch to another UA for the next set of weeks. Library and Tech Ed. teachers will work together with classroom teachers to integrate curricula into daily classroom instruction on-campus and remotely.

For lab-based classes (e.g. CTE, Sciences), students and teachers will engage in a "Flipped Classroom" model. Academic content and lessons will be provided on remote learning days in order to prepare students to take full advantage of lab-based classroom activities on their on-campus days. This model allows students to meet CTE course competencies.

Clear and consistent expectations for attendance, homework completion, assignment due dates, and grading will be established at the school level and implemented by each teacher.

The use of organizational tools, check-in dates on longer-term projects and assignments, daily reminders and use of a REMIND type app is recommended.

For each class of students, a "buddy teacher" will be identified and contact information will be communicated to students. In the event that the classroom teacher is absent, the "buddy teacher" will be available to students as a resource for questions that may arise.

Career & Technical Education (CTE)

Establish priority competencies for each CTE course.

On-campus Days (2-3 days per week)

Students and teachers will engage in a "Flipped Classroom" model. Academic content and lessons will be provided on remote days in order to prepare students to take full advantage of lab-based classroom activities on their on-campus days.

- Direct, live instruction
- Hands-on activities and projects
- Lab experiences

Remote Learning Days (2-3 days per week)

- Online interactive learning platforms for engaging in academic content lessons (preparation for labs) - Odysseyware CTE, ACTE Online Learning Network, NHCTA Online resources and collaborations

- Industry partners supplying virtual tours & career information
- Industry partners providing on-site opportunities/externships
- 3rd party certifications (i.e.: Quickbooks, OSHA10, SERVESAFE)
- Office Hours for Remote Support

Baseline Assessment and Readiness for Learning

We anticipate that students will be returning to school at varying levels of academic readiness. In order to ensure personalized learning paths for students and targeted instruction to address learning needs, students will engage in fall assessments beginning the week of September 28th. This allows students and teachers to focus on acclimating to the new school year prior to administering assessments.

Formal assessment of student learning and understanding of students' social-emotional and mental health status will help inform educators of their students' needs and readiness for learning.

NWEA (Gr. 1-12 Reading and Math), DIAL 4 (PreK-K Early Literacy), Acadience/DIBELS (K-5 Reading Skills), DESSA (Gr. 6-8 Social-Emotional), as well as classroom level content area assessments will be used to identify learning skill gaps and to determine differentiated learning paths for students.

The DESSA tool will be utilized again this year at MMS School to assist with supporting Social Emotional Health.

Social-Emotional Learning

The Milford School District recognizes the greatest aspect of the student's educational experience is safety, health and wellness. This includes strong relationships with students and families. Schools are prepared to address a range of mental health and social-emotional needs of staff and students when we reopen schools. School teams have been, and will continue to be trained in recognizing and responding to signs of trauma, and supporting the social-emotional needs of students.

School will have clear plans for providing support to parents and students during on-campus, hybrid, and remote learning, including check-ins, providing resources and community contacts, counseling services, and social-emotional learning lessons and activities.

Upon return on Aug. 24th, School Counselors, Social Workers, Mental Health Counselors, & Health and PE teachers will explore the *Choose Love* online resources K-12 and make recommendations for implementation, identify resources and lesson plans, and determine how best to utilize the program on-campus and remotely to support K-12 SEL.

Jesse Lewis Choose Love Movement™ is a 501(c)(3) nonprofit organization with a mission to create safer and more loving communities through groundbreaking next generation social

and emotional learning (SEL) programs that are free of cost and suited for all stages of life.

We offer programs tailored for any age from toddlers through adulthood. At the core of it all is a simple formula (COURAGE + GRATITUDE + FORGIVENESS + COMPASSION-IN-ACTION = Choosing Love) that anyone can learn and practice to improve the world around them. (chooselovemovement.org)

Governor Sununu fully supports, promotes, and recommends this free digital and downloadable Choose Love social-emotional learning program. This program is utilized throughout the state of New Hampshire and is geared toward addressing the social-emotional learning needs that are essential in improving school culture and creating a learning environment that is welcoming, supportive, compassionate, and safe for all students and staff.

Student Learning Workgroups for Each School

A diverse team of educators in each school will address the following.

- Identify and plan for assessing social-emotional and mental health
- When learning assessments can produce valid results (following SEM Health assessment):
 - Identify, plan, and execute student assessment tools establishing a baseline for student learning (NWEA, Acadience, etc.)
 - Review student assessment and other data points to identify students for WIN instructional sessions
 - Create customized WIN plans for students to target specific skills for intervention and/or enrichment sessions on-campus days and WIN: Wednesdays. Ensure plans identify Progress Monitoring requirements. (Begin with students most at-risk.)
- Recommend students for Student Study Team (SST) due to gaps in learning as a result of COVID. SST will assist with concerns relating to student performance, monitoring of instructional WIN plans, revising plans as needed, and progress tracking

WIN: What I Need Wednesdays

WIN Wednesdays will be a dedicated day for remote and on-campus intervention, enrichment, and/or individualized support for students. WIN Sessions may be targeted to Academics, Behavioral, Organization/Executive Functioning, and/or Social-Emotional/Mental Health.

*In the hybrid model 2, elementary students would be on campus M-F with no dedicated WIN Day. Interventions, enrichment, and individualized support will take place throughout the week in AM and PM daily sessions.

*In the hybrid model 1 for elementary students, there will be no WIN day as students are attending half day sessions every day of the week.

WIN Wednesdays will begin ON-CAMPUS/REMOTE on Sept. 23rd. Previous to Sept. 23rd, educators will be available to students for ½ day remote support/office hours on Wednesday, September 16th.

Students may be invited on-campus in the AM or PM session for small group or 1:1 support with all appropriate safety measures in place.

Students may also receive remote support on WIN: Wednesdays.

Parent transportation to/from school will be required.

Student FALL screening and assessment data will be utilized in part to identify students for intervention groups lasting apx. 4-6 weeks.

Students may also be invited on-campus for a single WIN session by classroom teachers.

Remote students may access educators on WIN: Wednesdays during posted office hours or for remote intervention/enrichment/support.

Critical Need students' on-campus M-F will be released half-day on WIN: Wednesdays to allow teachers planning and prep time in that afternoon session.

Contractual Early Release Days fall on WIN: Wednesdays, 1x/month. NO on-campus WIN sessions will be held. Remote office hours & support will be provided in the AM session only.

In-Classroom Setting for Teaching and Learning

Students will be provided an assigned seat in their classroom with desks all forward facing.

Teachers will be allowed to wear face shields when they are over 6 feet away from students while delivering instruction. Teachers must wear face coverings when within the 6 feet limit.

Attain social distancing in the instructional setting

- Small group work (3' social distancing w/PPE)
- Whole group setting (6' social distancing)

Masks may be removed when seated in classrooms, provided 6 feet of social distancing is in place. All movement in classrooms and transitions between classrooms will require a mask.

When appropriate, teachers may move classroom activities outdoors.

Instructional materials will not be shared, and shared instructional spaces such as computer labs will be

closed until further notice.

Plexiglass barriers will be installed in secondary classrooms and administrative offices

Overview of Special Education Supports

The reopening of the school plan has been developed with equity and individualization in mind. Reopening school safely may mean limiting the number of students' on-campus, a combination of on-campus and remote learning or solely remote learning. As the reopening plan is being developed, we are prepared to provide special education and related services both on-campus and remotely. Our program associates and paraprofessionals will continue to provide services as outlined in students' Individualized Education Programs both on-campus and during remote learning. Our special education teachers and related service providers are prepared to provide services based on the individual school's reopening plan. We understand that if services are going to be provided remotely, we will work closely with parents to schedule these services.

The reopening plan identified a critical population of students who would participate in on-campus instruction on a five-day basis. This critical population would be students who are in the Intellectual and Developmental Disabilities (IDD) programs and Project Drive. The IEP team including parents will meet to discuss the appropriateness of on-campus instruction.

Parent participation is critical to the special education process. While no visitors will be allowed in the school buildings to ensure safety of the staff and students, all Special Education meetings will be conducted remotely.

It is our intention that if we return to school with on-campus instruction, then we will return to in-person evaluations to determine eligibility for special education. For new referrals to special education, the team will decide if evaluating the student in person is possible. If in person is not possible, the team will determine if virtual evaluations are possible or gathering of information from the parent, caregiver or service provider. For re-evaluations of special education, the team will decide if evaluating the student in person is possible. If in person is not possible, the team may decide to review existing evaluations to make a determination of eligibility for special education.

Our special education teachers, program associates, para professionals and related service providers will continue to support students both on campus and remotely. We will continue to provide special ed and related services identified in their IEPs. However, parents who wish to discuss their child's special

education and related services should always feel free to reach out to their special education teacher to reconvene an IEP meeting.

Professional Learning and Training

The Milford School District is committed to ensuring that students, families, and staff are prepared for the various educational models described in this reopening plan. Educators must be supported through quality training in personalized ways, and provided time to plan for various models of delivering instruction and in meeting individual student needs.

Ten days from Aug. 24th through Sept. 9th will be dedicated to teacher preparations, planning, and training.

Topics that have been identified are as follows:

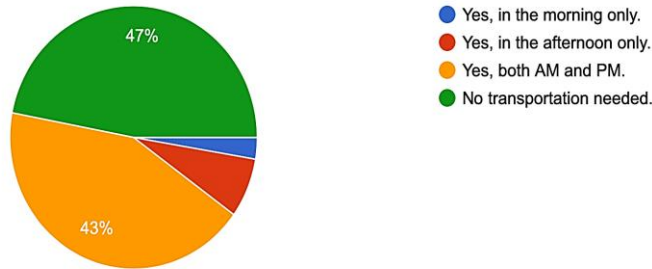
- Health and Safety measures and practices for the new school year
- Identify priority instructional content and skills, as well as scope and sequence for those topics for each grade level/course. Priority content and skills will be those that are most important to know and those that are most transferable
- Providing students with more comprehensive and comparable experiences on-campus and remotely
- Instructional Lesson Planning for in-classroom lessons and making lessons accessible, interactive, and effective in a virtual environment
 - (Planning templates for flipped/blended classrooms, etc.)
- Recognizing and responding to signs of trauma & establishing practices for addressing social-emotional learning for students. Engaging, Monitoring, and supporting students in on-campus and remote learning
- Online learning environments
- Effective hybrid/remote instruction delivery strategies
- Google Classroom / CANVAS – use of learning management system-
- Learning Platforms including Lexia, Edgenuity, iXL, Khan Academy, etc.
- NH CTE association (NHCTA) collaborative platform for CTE teachers to share resources and co-teach

XV. Transportation

Families were surveyed this summer in regards to their participation in School Transportation. 47% responded that they would not need transportation to school. 43% responded that they would in both the am and pm, with a small percentage only needing one or the other.

Will your child ride the school bus "on-campus" days?

1,585 responses



***In order to best prepare for safe and efficient transportation, **families will be *REQUIRED* to register for transportation to and from school.** Registration must be completed by Aug. 10th, or within 5 days of registering their child for school.

Elementary Parents/Caregivers are encouraged to remain at the bus stop until their student(s) are picked up. Parents/Caregivers are also encouraged to meet their student(s) at the bus stop daily.

**** For those who chose to participate in district transportation, student, and or family assignments to A or B day, or Am or Pm (Grades k-5 only) sessions will be based on previous year ridership, or geographic location of the family's home.**

The following are recommendations on Bussing Health and Safety protocols.

Bussing – Health and Safety:

- Drivers will provide training to students for proper procedures to be followed upon boarding the busses
- CDC guidelines for distancing of 6 feet will be maintained while riding on busses and at bus stops
- State approved barrier for driver will be installed
- Driver will wear mask at all times
- Busses will be sanitized after the morning and again after the afternoon runs
- Rules will remain the same for the athletic busses as well
- Windows will be kept open during warm weather routes and will be open a crack (or notch) during cold weather routes

- Bus monitors may be necessary to ensure proper safety protocols are followed

Pick-Up and Drop Off:

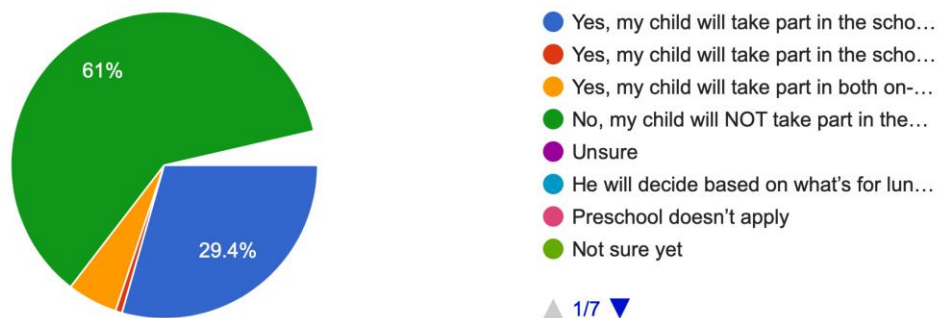
- ALL students will be required to wear masks while boarding, riding and exiting the busses
- Morning seating: The students will load the bus starting in the back and filling towards the front. The students will unload the busses at school from the front to the back to maintain social distancing
- Afternoon seating: The students will have assigned seating based upon drop off site
- Siblings will be seated together if possible
- Parents will have the responsibility to take the student’s temperature and check for COVID 19 symptoms prior to the students boarding the busses. The District is currently exploring the most efficient way to conduct daily attestations of student wellness related to COVID-19 symptoms, through the utilization of an online application. Additional information is forthcoming.

XVI. Food Service

When families were surveyed, over 61% of respondents stated that their students would NOT take part in the school breakfast or lunch program.

Will your child take part in the school breakfast and/or lunch program?

1,583 responses



Lunch – Elementary	Lunch: Middle/High School
<p>All meals will be prepackaged by food service</p> <p>Students will eat in their classrooms</p> <p>Meals need to be pre-ordered first thing in the morning</p> <p>Limited lunch menu: one hot meal option, two sandwich options and a salad option</p> <p>All meals will be a qualifying meal in accordance with USDA guidelines</p> <p>Milk will be available for purchase but must be ordered in the morning</p> <p>Meal deliveries will be made to students' classrooms via carts and will be done on a staggered schedule</p>	<p>All meals will be prepackaged by food service</p> <p>Students will eat in their classrooms. Due to the large space in the high school, students may be able to eat in the cafeteria area if proper social distancing is feasible.</p> <p>All meals will be a qualifying meal in accordance with USDA guidelines</p> <p>Two lunch lines will be available for students to pick up their meals; one for hot and one for cold meals</p> <p>Salads, sandwiches, parfaits etc. will be pre-packaged no open salad bar</p>

Remote Students:

- Students that qualify for free/reduced meals who remain remote may pick up 5 breakfasts and 5 lunches for the following week on Fridays

Payment:

- Parents can put money on the students' account using the EZpay option, or by sending in checks or money
- Each school will have locked drop off boxes available in designated areas for dropping off payments
- No cash payments will be allowed at the register to ensure the safety of everyone
- All students must have their ID/badge
- Students qualifying for free/reduced breakfasts that are following the Hybrid schedule may pick them up on Fridays for the following week to have at home before coming to school.

XVII. Milford School District Athletics

Status of High School and Middle School Athletics

As of this date, NH summer athletic activities have been guided by many resources, including, but not limited to:

- CDC
- National Federation of State HS Associations (NFHS)
- NH Guidelines for Amateur and Youth Sports
- NH Stay at Home 2.0 and NH Safer at Home Advisory
- NHIAA Sports Medicine Task Force
- NHIAA / NHADA Task Force

Guidance has only been developed to this point allowing Phase 2 expanded group outdoor training sessions and the reopening of indoor recreational facilities. Decisions on regular season game play are unable to be determined at this time. NHIAA Exec. Director Jeff Collins in a July 17 WMUR interview, believes additional recommendations will be released by the end of July to help provide answers on questions related to game play.

The following are recommendations and considerations for the reopening of Milford School District athletics. Recommendations and considerations are subject to change pending further guidance and as conditions dictate:

NHIAA / Middle School Regulations:

Agree to follow NFHS, NHIAA, and Middle School revised sport specific policies and procedures.

School District Recommendations:

All coaches and students should be screened for signs/symptoms of COVID-19 prior to each daily activity. Screening includes a check disclosure, and daily temporal scanning to be done by the coaching or athletic training staff.

- Medical conditions:
 - If sick - will need a note from a physician prior to returning to activity.
 - If a student has been determined to have been in close contact with someone diagnosed with COVID-19, they must remain out of school for 14 days since the last date of exposure.
 - Coach is confirmed with COVID-19, the person must quarantine for at least 14 days and require written clearance from a physician.

- All staff, volunteers, and athletes are required to wear cloth face coverings over their nose and mouth when around others and not actively engaged in athletics and when social distancing is not possible.
- Adequate breaks for water and sanitization should be provided and are encouraged to occur between changes in training / game activities. Athletes, staff, and volunteers should bring their own water bottles. No sharing or common use water bottles or drinking stations are allowed.
- Shared equipment must be cleaned and disinfected between uses. Equipment bags/ backpacks of athletes should be placed 6- feet apart.
- Provide signage at indoor and outdoor athletic facilities (social distancing, masks)
- Per recommendation of neuropsychologist, Dr. Art Maerlender, if schools are unable to safely provide space required to administer baseline tests, the two-year repeat testing will be suspended. If a student had a computerized neuropsychological test (CNT) in the 8th grade, they do not need to take it as a freshman, provided we can have access to the 8th grade test.
- Home and away teams arrive dressed in uniform, no use of locker rooms. Require visiting teams to arrive in uniform, no use of locker rooms.
- Temperature checks before a home contest and prior to leaving for an away game.
- No pre or post game handshakes, high-fives, fist bumps, hugs, and group celebrations.
- Social distancing maintained prior to substituting into game play.
- Enhanced cleaning and disinfection after every facility use. Sanitize equipment throughout practices and games.
- Where possible, establish one-way flow thru athletic facilities, with separately designated entrances and exits, to facilitate distancing.

School District Considerations:

- If the District allows interscholastic play, game schedules may be altered by transportation limitations. The number of contests, length of season, and location (distance to travel) may need to be reconsidered.
- Attendance at athletic events limited to participants, coaches, officials, event staff, medical staff, security, and immediate family. Face coverings to be worn by participants when not actively participating, event and medical staff, security, and immediate family. Consider not allowing spectators to attend from visiting schools, unless prior arrangements have been approved.
- Portable toilets at outdoor facilities.
- Develop documentation allowing parental/ guardian transportation of their athlete to away games.

- Athletic ineligibility due to 4th quarter remote learning issues will be considered on a case by case basis by building administration.
- A school closure due to COVID-19 would result in the suspension of athletic practices, training, or competitions.

Implementation / Administration:

Once further NHIAA guidance is received, these recommendations and considerations can be updated. If and when full athletic play is approved, NHIAA and Middle School member schools may decide to establish certain protocols. These areas may include, but are not limited to:

- Attendance (spectators) limitations at games
- Temperature check of athlete procedure
- Changes to season or playoff structure due to temporary school closures.

***The District will need to determine if it is appropriate to offer, and has the ability to safely support each individual sport. Once final NHIAA and Middle School league guidance is provided by the State, we will communicate that with families. Decisions will be made according to policies, procedures, and schedules.**

Appendix

School Re-entry Frequently Asked Questions

1. What are the expectations for learning in the 20-21 school year?

In all instructional models, (on-campus, hybrid, and remote), there is an expectation for rigorous, high quality instruction and support for student learning. Every effort will be made to deliver a full year of academic curricula, with special attention to priority content and skills as identified by our teaching staff. Additionally, high levels of engagement are expected in all models as students participate in direct instruction of content in-person and remotely, guided and independent practice, projects, and web-based skill practice all designed to maximize student learning.

2. How often can I expect my child to participate in synchronous (LIVE) sessions during remote days in the hybrid learning model?

The hope is that live sessions will be available to students while they are on their remote day. This actuality is dependent on a cooperative agreement with the teacher union and our streaming capabilities. Live synchronous interaction with teachers and students may be utilized for various purposes including direct instruction, guided practice, communicating and providing feedback, engaging in intervention and support, student clubs, and Unified Arts classes at the elementary level.

3. How is the day structured in an on-campus setting? In a remote setting?

Students will be expected to log into their Google Classroom and participate in the day's activities as scheduled and assigned. Attendance will be monitored. Please see sample schedules within the reopening plan document for each school.

4. Who is my child learning with in an in-person setting? In a remote setting?

Students will be working with their classroom teachers in on-campus, hybrid, and in most remote only capacities. Students enrolling in a VLAC program may be working with VLACS educators. Additional support may be provided by paraprofessionals, Title I teachers and other interventionists, study-hall teachers, and Special Educators.

5. How will grading and reporting occur in the on-campus, hybrid, and remote only models?

Grading and reporting procedures will be consistent regardless of learning model. Clear and consistent expectations for attendance, homework completion, assignment due dates, and grading will be established at the school level and implemented by each teacher. The use of organizational tools, check-in dates for longer-term projects and assignments, daily reminders and use of a REMIND type app is recommended to support students.

6. When can I expect to receive instructional materials for my child?

Students will be provided instructional resources and materials for whichever instructional model is selected. We will be utilizing electronic resources and materials as much as possible. However, in a

hybrid model, a student may receive materials on their in-person day for whatever may be necessary for remote learning. Students will be able to access materials electronically and through the Google Classroom environment.

7. What type of feedback can I expect my child's teacher to provide on both remote and in-person assignments?
Teachers will continue to provide the same types of feedback as they would provide if we were fully in person. Feedback may take multiple forms including verbal, written, daily/weekly, assignment specific, etc. Specific expectations will be shared at the school and classroom teacher level.
8. How will my student be grouped or assigned?
In a hybrid model, students may be assigned to an A or B day (AM or PM session) based upon geographical location, last name, or other criteria as determined by the specific school. Some critical needs, special circumstances, and small group classes may be assigned to on-campus daily.
9. Will my child be sharing materials and instructional resources with other students?
The sharing of printed and physical materials and instructional resources will be minimized and avoided.
10. How will classrooms be set up to maximize safety for students and staff?
Student classrooms will maintain 50% capacity while maintaining social distancing measures. Student desks will be forward facing.
11. How will my child be assessed?
Assessment of student learning is important to inform instruction, monitor progress, determine student needs, and to communicate with students, parents, and teachers. Both formal and informal assessments may be administered including NWEA fall screening in Math and Reading, Early Literacy screeners, classroom level tests, quizzes, projects, and performances tasks.
12. Will my child have homework?
Students will be assigned meaningful work that is consistent with the in-person learning. Specific homework expectations for remote learning days will be communicated at the school level.
13. Will there be Parent-Teacher conferences and Back-to-School nights?
While this has not been decided yet, we recognize the importance of the parent-school connection and communication needs. It will be important to create formal opportunities for parents to meet with teachers.
14. What are the start and end times for students participating in an on-campus, hybrid, or remote only learning model?
Students will follow the normal school day schedule. Students who are on a remote day are expected to join their classes at their scheduled times. Attendance will be taken.

15. When will I know what my student's schedule for the 20-21 school year regardless of model?
As soon as the final decision is made on which learning model(s) will be implemented for the start of the new school year, student's school schedule will be released. Student schedules will be released one week prior to the first day of school.
16. Is the curriculum the same in the Remote Option and the Hybrid-Learning Model?
Students engaged in hybrid or full-time remote learning will experience quality instruction, rigorous tasks, and have comparable learning experiences as students receiving full in-person instruction. Priority or essential learning standards will be identified by teachers at each grade level/course and corresponding curricula will be delivered in all models. Students who are learning in a fully remote model have the option of taking courses both through VLACS and Edgenuity. Both online courses offer high quality courses and teacher support.
17. What if my child begins the year in the hybrid model, but the Milford School District needs to close schools and switch to a fully remote setting?
Schools will provide students and families with clearly articulated plans for student learning in each model (on-campus, hybrid or remote), as well as steps explaining the transition between models of instructional delivery as necessary. Such plans may include schedules, how to access classes, viewing synchronous or recorded lessons, submitting assignments, teacher(s) contact information, and resources for support or assistance.
18. What is the plan for fall sports and extracurricular activities?
As of July 21st, a plan for fall sports has not yet been put into place. Some students are currently engaging in conditioning exercises. Any plan to return to fall sports will take into consideration both NH and national recommendations for safe engagement. Extracurricular activities are on hold until communicated at each school level.
19. What happens if a student or staff member comes down with COVID-19?
Please see section COVID-19 - Suspected, Confirmed, and Exposure PROTOCOLS on page 21.

References

American Academy of Pediatrics. Covid-19 Planning Considerations: Guidance for School Re-entry. 6-25-2020. Retrieved from <https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

Center for Disease Control, CDC. <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Dr. Chan. Navigating the COVID-19 Pandemic in New Hampshire K-12 School Re-opening

New Hampshire Department of Education, NHDOE. [New Hampshire Grades K-12 Back to School Guidance](#). July 2020.

NEA. [All Hands on Deck: Guidance Regarding Reopening School Buildings](#)

New Hampshire Department of Education. STRRT Taskforce to the Governor. STRRT Draft Recommendations and Sub-Recommendations. 6-29-2020

New Hampshire Division of Public Health Services

North Carolina Public Schools System. Strong Schools NC: Public Health Toolkit (k-12) <https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf>

Simma Reingold, Andrea Goetchius. Forging a Path Forward How to Design a Responsive Return Plan. Education Elements. Retrieved from: https://www.edelements.com/hubfs/COVID-19%20Resources/Forging%20a%20Path%20Forward/Forging%20a%20path%20forward%20-%20Responbsive%20returning%20plan%2005.06.2020.pdf?utm_campaign=COVID-19&utm_medium=email&_hsenc=p2ANqtz-_WoWMTGWky1GiybO5FEYUjgS3ioCm40joIAAuuvfw6wGx8ZaOkozv7qfOqIqx9KUT5GdnruAI6ym5YoI2WW7a-2LIypoAQfFOq1CKz7tX6FmK6Me8&_hsmi=87478613&utm_content=87478613&utm_source=hs_automation&_hsCtaTracking=951327a1-457f-403f-8b6b-c271e0798748%7C69477fa3-036d-4188-83f6-fe67c100d040